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ABSTRACT

During Fiscal Year (FY) 1997, Missouri's vocational education delivery system continued implementation of the standards and measures of performance for vocational education. The vocational education system of 450 local education agencies offered coursework in agricultural, business, family and consumer sciences, health occupations, industrial, and marketing and cooperative education. In FY 1997, more than $21 million federal, $48 million state, and $101 million local funds were expended to support vocational education. Enrollment included 127,598 secondary, 54,132 postsecondary, and 94,695 adult students. Seven regional and two metropolitan centers provided vocational training and employment services for single parents and displaced homemakers. During FY 1997, 7,480 students received services provided by sex equity funds. Forty-three at-risk student centers provided academic and vocational instruction, intensive counseling, and support services. State leadership activities focused on state directed curriculum and professional development. Missouri funded or developed strategies for family and consumer sciences education, tech prep demonstrations, integrating applied academics into vocational education, and career guidance and counseling. (Appendixes contain the following: enrollment data tables, Performance Standards and Measures for Vocational Education, data tables on single parent programs, forms, exemplary programs, and state-initiated programs.) (YLB)

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VOCATIONAL EDUCATION

ANNUAL

PERFORMANCE REPORT

FISCAL YEAR 1997

DECEMBER, 1997

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DIVISION OF VOCATIONAL AND ADULT EDUCATION

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PREFACE

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during Fiscal Year 1996. The system was comprised of 450 local education agencies (LEAs). These local education agencies included 428 comprehensive high school districts (52 with area vocational schools), one (1) state technical college which is also an area vocational school, 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These local education agencies offered course-work in Agricultural Education, Business Education, Family and Consumer Sciences Education, Health Occupations Education, Industrial Education, and Marketing and Cooperative Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs".

One of the major components of the delivery system is a network of 57 area vocational schools. This network provides an economical source of instruction which was available to the citizens within each area vocational school's service delivery area. The area vocational schools are strategically located throughout the state to provide specialized skill training for almost every geographic location. Ninety-five percent (95%) of the state's citizens reside within 25 minutes of an area vocational school.

In Fiscal Year 1997, $21,662,232 federal, $48,434,167 state, and $101,818,288 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 127,598 secondary students, 54,132 postsecondary students, and 94,695 adults. Sixty-six and six-tenths percent (66.6%) of individuals who exited vocational education course-work in Fiscal Year 1996 were available for employment, two and three-tenths percent (2.3%) were unavailable for employment, thirty-one and one-tenth percent (31.1%) continued their education and two and eight-tenths percent (2.8%) enlisted in the armed forces of the United States. Eighty-eight percent (88%) of the students who were seeking gainful employment were employed/placed.

Specialized programs and services were operated within the delivery system to meet state-level priorities for vocational education and economic development. Some of these specialized programs and services included:

1. Forty-three (43) "at-risk" student centers, within the area vocational school network, provided specialized instruction to meet the needs of secondary students and adults who have been identified as being "at-risk" of educational failure or dropping out of school. These centers combined academic instruction, vocational education instruction, intensive counseling, and supportive services designed to enable these individuals to successfully complete their schooling. During Fiscal Year 1997, 4,327 "at-risk" students were enrolled in the programs and services provided by these centers.

2. Missouri's network of 57 area vocational-technical schools and 16 community college campuses continued to provide specialized skill training to meet the training and retraining needs of business and industry across the state. The vocational system is designed to enable the local education agency and business/industry in the area to work cooperatively to find the appropriate balance of technical assistance and funding to meet the local training/retraining needs. Because much of the state's industry is based in the two major metropolitan areas of Kansas City and St. Louis, the two (2) high technology training resource centers continue to coordinate the training and retraining needs of local and regional business and industry. During Fiscal Year 1997, 35,506 employees were trained or retrained for 213 companies.

3. A network of seven (7) regional and two (2) metropolitan centers provided a comprehensive program of services for single parents and displaced homemakers within the state to obtain vocational training, and find and/or keep gainful employment. The role of the regional and metropolitan centers was to assist individuals who were facing unplanned economic changes in their family lives. The major purpose was to assist the single parent and displaced homemaker in planning careers that offer more job security, higher pay, and employment success. Specific services include assistance to identify a client's interests and skills, support services for finding solutions to clients' special concerns, and vocational training tuition assistance for qualified applicants. These regional and metropolitan centers offered career development services to those who were considering "nontraditional" job training. During Fiscal Year 1997, these regional and metropolitan centers served at least 7,480 individuals with a variety of supportive services.

4. Twenty-nine (29) formal assessment centers have been established in comprehensive high schools, area vocational schools and community colleges to provide enhanced services for students with disabilities and who are disadvantaged throughout the state. These centers evaluated student aptitude, interest, and ability in order to make the most appropriate placement of these students into vocational training programs and/or employment.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

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ACCOMPLISHMENTS

In November, 1991, in response to a provision of the Carl D. Perkins Vocational and Applied Technology Education Act, the Department appointed a fourteen (14) member Committee of Practitioners to assist the Department with the development of the statewide system of core standards and measures of performance for vocational education. This Committee consists of two (2) members representing each of the following interest groups: local education agencies, school administrators, vocational and special population teachers, local boards of education, institutions of higher education, parents, and vocational education students. Prior to the initial meeting of the Committee of Practitioners, an internal committee was formed to prepare a draft proposal of standards and measures of performance for vocational education. The internal committee first conducted a review of the following:

1. The requirements of Sections 115, 116, and 512 of the Carl D. Perkins Vocational and Applied Technology Education Act.

2. Missouri's existing data reporting systems for vocational education (Core Data Collection System, Vocational Education Data System, and Vocational Instructional Management System/Vocational Administrative Management System).

3. The Missouri Mastery and Achievement Test (MMAT) battery of criterion-reference achievement tests for the statewide system of academic competencies and key skills.

4. The Missouri School Improvement Program standards, minimum standards for vocational education programs in Missouri, and performance standards and service requirements for programs under the Job Training Partnership Act (JTPA).

5. The National Center for Research in Vocational Education's "Systems of Performance Standards and Accountability for Vocational Education: Guideline for Development" and other printed materials.

6. Draft performance standards and measures for vocational education collected from other states.

Upon completion of the review, multiple meetings were held to prepare the draft proposal of performance standards and measures for the Committee of Practitioners. In addition, the members of the internal committee attended a national meeting conducted by the National Center for Research in Vocational Education that focused upon the development of standards and measures of performance for vocational education. The Committee of Practitioners met on two (2) occasions during the Winter of Fiscal Year 1992. During the first meeting, the Committee members were oriented to their task of assisting the Department with the development of the statewide system of core standards and measures of performance, and to review and discuss the draft proposal of performance standards and measures prepared by the internal committee. The draft proposal contained numerous performance measures, specific standards, and adjustments; proposed implementation procedures; and positive and negative implications regarding each standard/measure. The Committee of Practitioners discussed each standard/measure, rejected several, determined that they should be grouped by type of program/service, and agreed to review the remaining standards/measures for a discussion and formal recommendation to the Department at another meeting. During the second meeting of the Committee of Practitioners, the Committee members discussed each of the revised performance standards and measures from their previous meeting. The Committee made several suggestions for modification and implementation, and formally recommended the modified performance standards and measures for vocational education which are contained in Appendix C of this report. Fiscal Year 1993 was determined by the Department to be the initial implementation year for the performance standards and measures for vocational education with full implementation to begin in Fiscal Year 1994. Primarily, initial implementation focused upon operational assessments and base-line data collection to determine the general level of standard attainment for vocational education program operators. During the annual Summer inservice conference of the Missouri Vocational Association a preliminary explanation of the performance standards and measures was provided to one hundred thirteen (113) statewide vocational education administrators. This presentation was the first introduction of the standards to local program operators. During this meeting each standard and measure was explained and general information regarding implementation was given. Later in October 1993, a meeting in conjunction with the Missouri Council of Vocational Administrators' Fall Conference was held to further explain the performance standards and measures implementation. Two hundred and five (205) vocational education administrators attended this meeting. During January, 1993, the Department conducted four (4) regional informational meetings regarding the implementation of the performance standards and measures for vocational education. These meetings had a combined attendance of one hundred twenty-seven (127) vocational education administrators and teachers. Originally the performance standards and measures for vocational education were developed to apply to all vocational education programs operated within the State. However, when the final regulations for the Carl D. Perkins Vocational and Applied Technology Education Act were published, it was determined that the performance standards and measures would be applicable to vocational education programs that were supported by federal vocational education funds. For the most part, the federal vocational education funds were not utilized in direct support of vocational education programs. Most of the federal funds were utilized to support services and activities; therefore, the Department initiated a "General Rule" in order to provide guidance to local vocational education program operators in determining which vocational education programs would be implicated. This "General Rule" is included at the end of Appendix C of this report.

During Fiscal Year 1995, a preliminary data analysis was conducted regarding Performance Standards I.1 and I.2. As a result of this analysis, the appropriate levels of academic attainment and gain were established for these standards. In addition, developmental work regarding an appropriate system of data analysis and reporting continued. This system was completed in Fiscal Year 1996. The system analyzes input data collected from eligible recipients and program operators, makes determinations of which performance standards are met or not met, and generates a report to local education agencies regarding their achievement. As a result of the Department's developmental efforts relating to the implementation of the Performance Standards and Measures for vocational education, each local education agency (LEA) that is a recipient of Federal Vocational Education funds developed an evaluation system which utilizes a continuous-improvement model. As part of the Title II, Part C distribution application, the LEA (eligible recipient) establishes a local evaluation system that incorporates the State's Performance Standards and Measures for vocational education, as a minimum foundation. Each local evaluation system adds additional standards and measures pertinent to each local system. The Department's data collection, analysis, and achievement reporting system provides preliminary data for State standards. This information, with local data, is used to determine each LEAs performance achievement. If any of the State and/or local performance standards are not achieved, the LEA initiates a locally-directed improvement plan. The implementation and accomplishments relating to any local improvement plan is monitored through each LEAs Year-End Status Report and through the Missouri School Improvement Program, which is explained in Appendix K of this report.

In order to provide an explanation of the status for Fiscal Year 1997 regarding the implementation of the performance standards and measures for vocational education, it will be necessary to explain the status of each of the standards individually.

PERFORMANCE STANDARDS FOR PREPARATORY VOCATIONAL EDUCATION PROGRAMS

Standard I.1 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. Secondary students will demonstrate mastery of seventy percent (70%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.

B. Postsecondary students will demonstrate mastery of seventy percent (70%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.

Standard I.2 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. The normal curve equivalent (NCE) change for secondary students between the 10th grade and 12th grade on the 10th grade Missouri Mastery and Achievement Test will be equal to or greater than zero.

B. The normal curve equivalent (NCE) change for postsecondary students between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument will be equal to or greater than zero.

With regard to the secondary level of Standards I.1 and I.2, the Department contracted with the Assessment Resource Center (ARC) at the University of Missouri-Columbia to continue the statewide assessment of all 12th grade students enrolled in vocational education who had previously taken the 10th grade Missouri Mastery and Achievement Test (MMAT). The assessment was conducted from February through March of 1997.

The assessment measured student mastery of key skills and competencies in language arts, mathematics, science, and social studies. The data gathered from the Fiscal Year 1997 assessment was analyzed by ARC and the results follow:

1997 ASSESSMENT	MASTERY RATE	PRE-TEST NCE	POST-TEST NCE	NCE CHANGE
English/Language Arts	45%	47.5	47.5	0.0
Mathematics	50%	52.9	50.1	-2.8
Science	43%	51.2	46.3	-4.9
Social Studies	45%	47.2	46.7	-0.5

As can be seen, the academic attainment level and gain for the median secondary vocational education student, with the exception of English/Language Arts, do not meet the standards even though all areas improved significantly (each over two percentage points) from the Fiscal Year 1996 assessment. Efforts regarding increased integration of academic and vocational education will continue. It should be noted, however, that there is continued concern that the students at grade twelve do not seriously attempt to respond correctly to any of the questions on the test since it does not effect their individual outcome or completion of vocational education programs. Additional consideration regarding the use of the MMAT and the administration of this or another academic skill assessment continue to take place.

Based upon the data submitted from the secondary eligible recipients, the following number of institutions will be implementing improvement efforts regarding Standards I.1 and I.2:

Academic Area	Number of Recipients (LEAs)
English/Language Arts	20
Mathematics	29
Science	33
Social Studies	43

With regard to the postsecondary level of Standards I.1 and I.2. the Department requests each institution to identify the assessment instrument to be used to measure academic attainment and gain of vocational education students. and to utilize on a pre-test and post-test basis. Most of the postsecondary institutions have focused their attention on mathematics and language arts skills. Through a review of the data collected. it appears that a reasonable level of academic skill attainment and gain is occurring within the postsecondary level. The data indicates a statewide mastery rate in mathematics of seventy-eight percent (78%) with a four percent (4%) gain. and a mastery rate in English/Language Arts of seventy-six percent (76%) with a three percent (3%) gain for postsecondary students. It should be noted that at this level student assessment apathy does not seem to be a factor.

Based upon the data submitted from the postsecondary eligible recipients. the following number of institutions will be implementing improvement efforts regarding Standards I.1 and I.2:

Academic Area	Number of Recipients (LEAs)
English/Language Arts	1
Mathematics	2

Standard I.3 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.

To implement Standard I.3. the Department requests that each institution. with the assistance of local program advisory committee members. identify the essential occupational skills/competencies for each of the vocational education programs that are operated. Institutions were instructed to establish student mastery determination procedures and report student mastery of the identified essential occupational skills/competencies. The statewide results regarding occupational skill attainment indicated that in Fiscal Year 1997 eighty-five and eight-tenths percent (85.8%) (85.0% at the secondary level and 94.0% at the postsecondary level) of the completing vocational education students met the standard of eighty percent (80%) occupational skill attainment. Based upon the data submitted. fourteen (14) secondary and zero (0) postsecondary eligible recipients will be implementing improvement efforts regarding this standard.

Standard I.4 The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/courses is equal to or greater than the proportion of their membership in the relevant district/institution population.

Each institution provides a special populations report to the Department, as a part of the local application to access Title II, Part C distribution funds. These reports provide data regarding the number of "special population" individuals in the general population, as well as individuals enrolled in vocational education. The current statewide participation rates of students with disabilities and those who are academically and economically disadvantaged are five and three-tenths percent (5.3%) disabled and nineteen and one-tenth percent (19.1%) disadvantaged students enrolled in vocational education as compared to six and five-tenths percent (6.5%) disabled and twenty-six and one-tenth percent (26.1%) disadvantaged individuals in the relevant population. Based upon Department data, twelve (12) secondary and three (3) postsecondary eligible recipients will be implementing improvement efforts regarding increased participation for individuals with disabilities. In addition, five (5) secondary and one (1) postsecondary eligible recipient will be implementing improvement efforts regarding increased participation of individuals identified as being disadvantaged.

Standard I.5 The rate of placement of students who have enrolled in preparatory vocational education program/courses into employment, further training/education or military service will be eighty-five percent (85%).

As a part of the Department's regular vocational education data collection activities, each institution reports the results of their annual placement follow-up activities. This data was submitted to the Department for analysis by all institutions. The current statewide placement rate of vocational education exiters/completers is eighty-eight and one-tenths percent (88.1%). Based upon data received by the Department, nineteen (19) secondary and five (5) postsecondary eligible recipients will be implementing improvement efforts regarding this standard.

PERFORMANCE STANDARDS FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

Standard II.1 All vocational education students enrolled in a supplemental vocational education program/course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.

Because of the Department's decision to restrict the application of the performance standards to those implicated by federal vocational education funding as indicated in the federal regulations, this standard would only be utilized if supplemental programs would benefit from federal vocational funding. Currently, supplemental vocational education programs do not benefit from federal vocational education funds.

PERFORMANCE STANDARDS FOR CORRECTIONS PROGRAMS

Standard III.1 The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.

Each of the correctional institutions were instructed by the Department to establish placement follow-up systems during Fiscal Year 1993 to be able to report client placement data. Each of the correctional institutions have established these systems and reported the following for youth and adults who participated in corrections programs and were released from incarceration:

- 36% of the adult participants exiting the Department of Corrections programs were placed in positive placements.
- 81% of the youth participants exiting the Division of Youth Services programs were placed in positive placements.

One (1) State agency is implementing improvement efforts regarding this standard.

PERFORMANCE STANDARDS FOR PROGRAMS FOR SINGLE PARENTS. DISPLACED HOMEMAKERS. SINGLE PREGNANT WOMEN. AND GIRLS/WOMEN AGES 14-25: AND PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

Standard IV.1 A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents. displaced homemakers. single pregnant women. and girls/women ages 14-25: and programs designed to eliminate sex bias and stereotyping in vocational education.

Each of the regional centers that have been funded with federal single parent or equity funds have established a computerized data system to provide the Department with the number of participants that are being served by their programs and services. This information has been forwarded to the Department for analysis by each of the regional centers. An analysis of the data indicates that from a statewide perspective this standard has not been met. As indicated in the "Single Parent. Displaced Homemaker and Single Pregnant Women" and "Sex Equity Programs" sections in this report. the vocational education enrollment of these populations was mixed with a one and two-tenth percent (1.2%) increase in single parents. displaced homemakers. and single pregnant women: and a four and five-tenths percent (4.5%) increase in "nontraditional" students. Each of the regional centers will be implementing improvement efforts regarding increasing participation of single parents. displaced homemakers. and single pregnant women.

PERFORMANCE STANDARDS FOR COMMUNITY-BASED ORGANIZATION PROGRAMS

Standard V.1 The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization program/services.

During Fiscal Year 1997 community-based organization programs were not funded, therefore, this standard was not continued.

PERFORMANCE STANDARDS FOR CONSUMER AND HOMEMAKING PROGRAMS

Standard VI.1 The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.

During Fiscal Year 1997, the Family and Consumer Sciences Education Grant program under Title III, Part B was not funded, therefore, this standard was not continued.

PERFORMANCE STANDARDS FOR TECH PREP EDUCATION

Standard VII.1 The annual retention rate of students continuing to participate in a tech prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).

The Department has funded fourteen (14) tech prep education consortia through the use of Title III, Part E funds. Two (2) of these consortia were in the final-year developmental stage and did not have students that have been identified as participants in tech prep education during Fiscal Year 1997. The other consortia have reported student enrollment for the second year with retention rates. Based upon the data received by the Department the Statewide Tech Prep Education Consortia retention rates average eighty-two and four-tenths percent (82.4%). All of the consortia have met the standard.

SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

TITLE II, PART C, SECTIONS 231-232

ACCOMPLISHMENTS

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during Fiscal Year 1997. The system was comprised of 450 local education agencies (LEAs). These LEAs included 428 comprehensive high school districts (52 with area vocational schools), one (1) state technical college which is also an area vocational school, 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These LEAs offered course-work in Agricultural Education, Business Education, Family and Consumer Sciences Education, Health Occupations Education, Marketing and Cooperative Education, and Industrial Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs."

In Fiscal Year 1997, $21,662,232 federal, $48,434,167 state, and $101,818,288 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 127,598 secondary students, 54,132 postsecondary students, and 94,695 adults. Sixty-six and six-tenths percent (66.6%) of individuals who exited vocational education course-work in Fiscal Year 1996 were available for employment, two and three-tenths percent (2.3%) were unavailable for employment, thirty-one and one-tenth percent (31.1%) continued their education and two and eight-tenths percent (2.8%) enlisted in the armed forces of the United States. Eighty-eight percent (88%) of the students who were seeking gainful employment were employed/placed. Additional enrollment data is located in Appendix A, Tables I through X, and placement data is located in Appendix B, Tables I through IV of this report.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

Of the basic grant, a total of $15,297,458 (including FY1996 carry-over funds) was allocated to the 476 local education agencies within the state, seventy and five-tenths percent (70.5%) ($10,788,214) to LEAs operating secondary vocational education programs and twenty-nine and five-tenths percent (29.5%) ($4,509,244) to LEAs operating postsecondary/adult vocational education programs. Based upon the provisions of the Title II, Part C distribution, 17 postsecondary institutions met the minimum postsecondary distribution criteria and submitted continued local applications that were approved. Of the 17 approved local postsecondary applications, two (2) were from a school district operating significant adult vocational education programs, one (1) was from a state technical college, 12 were from community college districts, and two (2) were from four-year institutions providing vocational education associate degree programs. None of the remaining postsecondary institutions that did not meet the minimum distribution criteria requested waivers. Of the 450 comprehensive high school districts that provide secondary vocational education, 281 did not meet the minimum secondary distribution criteria. All of the secondary local education agencies decided to either establish themselves as a single district fiscal agent with an allocation above the minimum secondary distribution allocation, request a waiver to be a single district fiscal agent because they had an allocation below the minimum secondary distribution allocation, or form consortia with other local education agencies to collect their allocations with one (1) district serving as the consortium fiscal agent. These arrangements yielded 92 secondary local applications that were approved. Two (2) local education agencies chose not to participate in the secondary distribution during Fiscal Year 1997. Of the 92 approved secondary local applications, 53 were consortia of school districts that operated area vocational schools with other comprehensive high school districts not operating an area vocational school, three (3) were single fiscal agent school districts that operated an area vocational school, seven (7) were consortia of comprehensive high school districts not operating area vocational schools, and 31 single fiscal agent comprehensive high school districts not operating area vocational schools. Of these arrangements, there were five (5) local education agencies that met the secondary minimum distribution waiver criteria and were granted waivers.

During Fiscal Year 1997, a total of $14,748,451 Title II, Part C distribution funds was expended by eligible recipients with approved local applications, $10,213,334 secondary and $4,535,117 postsecondary. The expenditures focused upon the five (5) state goals for the use of federal funds delineated in the 1995-96 Missouri State Plan for Vocational Education. These goals were:

1. To increase the rate of participation of and the quality of supportive services for individuals who are members of special populations within the vocational education delivery system.

2. To increase and improve the quality of the integration of academic and vocational education throughout the vocational education delivery system.

3. To expand and improve the quality of training and retraining opportunities of secondary and postsecondary students, and adults, including individuals who are members of a special populations, commensurate with labor market demands.

4. To improve the quality of vocational education programs, through improved alignment with the labor market, increased involvement of private sector

representatives, and the improvement of vocational education curricula, instructional materials, and instructional equipment.

5. To improve the quality of a comprehensive system of guidance, career planning, and placement services within the vocational education delivery system.

Of the total Title II, Part C distribution expenditures, $6,831,399 or forty-six and three-tenth percent (46.3%) was expended for supportive services for individuals who are members of special populations. These expenditures related to the established state goal number one for vocational education. For further detail as to the specific services provided and the numbers of individuals served, refer to the descriptions in sections "Special Populations" primarily: "Single Parent, Displaced Homemaker, and Single Pregnant Women"; and "Sex Equity Programs" in this report.

Of the total Title II, Part C distribution expenditures, $771,565 or five and two-tenths percent (5.2%) was expended for the integration of academic and vocational education. These expenditures related to the established state goal number two for vocational education. For further detail as to these integration activities and accomplishments, refer to section "Integrating Applied Academics Into Vocational Education" in this report.

Of the total Title II, Part C distribution expenditures, $4,513,393 or thirty and six-tenths percent (30.6%) was expended for program improvement activities at the local level. These expenditures related to the established state goals number three and number four for vocational education. Within this category of expenditures, eligible recipients focused on four (4) major program improvement activities. These were curriculum modification, development and/or purchase (26.3%), professional development and inservice (51.6%), equipment upgrade (21.4%), and local evaluation efforts (0.7%). The program improvement activities were also supported by $4,038,656 of local expenditures which greatly enhanced the responsiveness and quality of the vocational education delivery system in Missouri.

Of the total Title II, Part C distribution expenditures, $2,164,028 or fourteen and seven-tenths percent (14.7%) was expended for guidance and placement services throughout the state. These expenditures related to the established state goal number five for vocational education. For further detail as to the accomplishments in this area, refer to section "Career Guidance and Counseling" of this report.

Of the total Title II, Part C distribution expenditures, $468,066 or three and two-tenths percent (3.2%) was expended for local administration purposes.

During Fiscal Year 1997, forty-three (43) secondary, zero (0) adult and two (2) postsecondary new vocational education programs were established, and nineteen (19) secondary, ten (10) adult, and one (1) postsecondary vocational education programs were expanded. In response to the need for improved and more closely aligned vocational education programming to the labor market, two (2) secondary and no adult or postsecondary vocational education programs were closed during Fiscal Year 1997.

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

TITLE II, PART B, SECTION 221

ACCOMPLISHMENTS

Overall vocational educational enrollment decreased from 279,598 to 277,323 (a decrease of 2,275 or 0.8%). Male enrollment decreased by 3,734, while female enrollment increased by 2,275. The percent of females enrolled rose from 51.4% to 52.4%. At the secondary level, female enrollment increased by 2,074 (3.0%), while at the postsecondary level it was down 1,877 (5.9%). At the adult level, female enrollment was up by 1,262 (2.9%). (Appendix D, Tables I and II.)

Single parent/displaced homemaker and sex bias funds served 13,488 individuals, of whom 12,685 were female. The greatest number of clients in the single parent/displaced homemakers programs were served at the postsecondary and adult levels. Local education agencies served 6,008 single parents/displaced homemakers on the secondary, postsecondary, and adult levels. This represented a decrease of 171 from the Fiscal Year 1996 when 6,179 individuals were served. The number of clients served in single parent/displaced homemaker programs is shown in Appendix D, Table III.

The program of services for single parents and displaced homemakers included outreach activities, orientation, assessment, evaluation, career decision-making, tuition, retention and support, follow-up and placement, transportation, and child care. Planned activities, including expected outcomes, were submitted to the Department by area vocational schools and community colleges, reviewed and approved for funding. The programs were evaluated during routine monitoring visits. Data were collected on the types of services received, Classification of Instructional Program (CIP) Codes, financial aid and demographic characteristics. In addition, follow-up data were collected 180 days after completion of the training program.

The services provided by category in relation to the total federal dollars expended for single parents and displaced homemakers are identified in Appendix D, Table IV. Of the total, $1,435,899 expended, the service categories were: $541,401 (37.7%) for certified staff salaries; $203,793 (14.2%) for non-certified salaries; $240,140 (16.7%) for tuition; $15,968 (1.1%) for child care services; $8,261 (0.6%) for administration; and $426,336 (29.7%) for other, including educational materials and transportation. The cost per participant or client was $239.00.

Forty percent (40%) of the set-aside funds were used to continue the operation of a network of seven (7) regional centers that provided comprehensive programs, services, and activities throughout the state. Through this network, the entire state was geographically accessible to vocational education for the single parent/displaced homemaker populations. Four of the regional centers were housed in area vocational schools and three were housed in community colleges.

Additional set-aside funds were provided for the two large community college districts within the state (Metropolitan Community Colleges in Kansas City and the St. Louis Community College District in St. Louis County).

The amount of each award and the number of individuals served by the regional centers and the large community college districts are identified in Appendix E.

The second year of a two-year funding cycle showed funding categories as follows:

Statewide Projects:	Resource Centers	40%
	Resource Center/ Technical Assistance	3%
	Corrections	1%
	Standards and Measures	1%
District Proposals:	Area Vocational Schools	27.5%
	Community Colleges	27.5%

Additionally, local education agencies were funded in the following categories to insure sufficient size, scope, and quality of programming:

> Local school districts operating area vocational schools with adult preparatory vocational education enrollment (40 funded).
>
> Community college districts with adult and/or postsecondary vocational education enrollment less than 10,000 (11 funded).
>
> Community college districts with adult and/or postsecondary vocational education enrollment above 10,000 (2 funded).

Some of the smaller local education agencies formed a consortium to better provide services for single parents, displaced homemakers, and single pregnant women in their region.

A statewide project was awarded funds as follows:

Name:	Project SERVE
Funding Agency:	University of Missouri-Columbia
Funding Level:	$51,447 (single parent/displaced homemaker) $57,268 (sex bias)
Contact Person:	Dr. Harley Schlichting
Project Objective:	Provide technical assistance and resources where Single Parent/Displaced Homemaker programs are conducted. Provide a computerized data collection software package, and a quarterly newsletter. Develop brochures, posters, and supplemental resources.

Technical assistance and professional development activities were planned and provided for statewide delivery, on a quarterly basis, to all single parent/displaced homemaker and sex bias program counselors. Professional affiliation with the administrative division of the Missouri Vocational Association was maintained. Approximately 30 coordinators and counselors participated in the association's professional development activities during Fiscal Year 1997.

Each regional center and special project submitted a quarterly and an annual report of activities, including evaluation summaries. Monitoring activities of projects were also conducted on an as-needed basis by Special Vocational Services section staff.

The availability of quality services provided by certificated vocational educators through the network of regional centers and the provision of program and service funds resulted in improved educational placements. The effectiveness of the assessment and orientation activities has resulted in an increased number of continuing clients. The provision of supportive services such as seminars on self-concept development, the relationship between family and work, career decision-making, study skills development, et cetera, has significantly increased the retention rate. The continuous contact and interest exhibited by regional center staff for clients has also contributed to the increased retention rate.

The statewide model was used in all local education agencies at the client intake phase for gathering client demographic data and the determination of greatest need. The forms for this model are included in Appendices F and G. This computerized model was used as a component part of the software package for data collection. The clients were ranked by assigning points either manually or by computer.

A special vocational project at the Chillicothe Correctional Center provided career information to incarcerated women. The focus of the project was to provide awareness and training for careers in trade and industry. Activities for the project were coordinated by Grand River Technical School, Chillicothe Correctional Center, and New Perspectives, Northwest Regional Center. The project served thirty-four (34) women with classroom instruction on nontraditional jobs, vocational assessment and career counseling. Emphasis was placed on preparation for a number of nontraditional jobs for women. Classroom discussions concerned enrollment procedures for vocational programs and job placement in nontraditional careers. The funding level for Fiscal Year 1997 was $14,200.

In addition, Fiscal Year 1997 was the ninth year for Missouri House Bill 1465, which provided state appropriated funds for tuition fee waivers for the training of displaced homemakers who were in need of entering or re-entering paid employment. A total of $96,282 was spent on this program to grant fee waivers to 236 women.

SEX EQUITY PROGRAMS

TITLE II, PART B, SECTION 222

ACCOMPLISHMENTS

During Fiscal Year 1997, 7,480 students (5,597 secondary, 1,335 postsecondary, and 548 adults) received services provided by Sex Equity Funds. This was an increase of 339 students from Fiscal Year 1996. The breakout, by level, is provided in Appendix H, Table I. Of the 7,480 students served, 6,880 were nontraditional females and girls/women ages 14-25; and 591 were nontraditional males.

Funding categories were as follows:

Statewide Projects	
Resource Center/Technical Assistance	10%
Nontraditional Technical Assistance	7%
Nontraditional Satellite Program	10%
Standards & Measures Project	1%
Local Districts	
Area Vocational Schools	36%
Community colleges	36%

Nontraditional programs were funded in 39 area vocational schools and 13 community colleges, with a total expenditure for the year of $612,118.

The program of services in the sex equity area included outreach activities, orientation, assessment, evaluation, career decision-making and exploration, tuition, retention and support, follow-up and placement, transportation and child care. Planned activities including expected outcomes were submitted to the Department by area vocational schools and community colleges, reviewed, and approved for funding. The programs were evaluated during routine monitoring visits. Data were collected on the number of nontraditional males and females, the types of services provided, Classification of Instructional Program (CIP) Codes, financial aid, and demographics. A follow-up was conducted 180 days after the end of the training period.

The services provided, by category, in relation to the total federal dollars expended for sex equity activities are identified in Appendix H, Table IV. Of the total $612,118 expended, the service categories were: $102,923 (16.8%) for certificated staff salaries; $96,422 (15.8%) for non-certificated staff salaries; $150,794 (24.6%) for tuition; $256,786 (42%) for other services including educational materials, advertising, and transportation; $2,300 (o.4%) for child care, and $2,893 (0.5%) for administration. The cost per participant or client was $81.83.

STATEWIDE PROJECTS

CHANGING CHANNELS - Linn Technical College

In an effort to encourage high school girls to pursue a career in high tech fields, a series of interactive teleconferences highlighting successful women in high tech, nontraditional jobs has been produced for the past seven years. All of the programs are available on tape and may be purchased or borrowed from Project SERVE, the Sex Equity Resource Center. The 1997 teleconference, *"Changing Channels Automated Manufacturing: An Automatic Career,"* was broadcast to approximately 250 sites and reached 4,000 students.

The funding level was $62,000.

PROJECT ENTER - University of Missouri-Columbia

The goal of Project ENTER (Educating for Non-Traditional Employment Roles) is to build awareness and enhance the image of nontraditional vocational opportunities. Through the production and distribution of brochures, posters, flyers, newsletters, and advertisements, Missouri's vocational education directors, instructors, counselors, prospective students, and the general public were encouraged to change the stereotypical perceptions of nontraditional careers and occupations. An annual contest (The Breaking Tradition Awards) recognized and honored two secondary (one male and one female) and two postsecondary (one male and one female) students who excelled in educational fields nontraditional to their gender.

The funding level was $55,000.

SERVE/STANDARDS AND MEASURES - University of Missouri-Columbia

Project SERVE (Sex Equity Resources for Vocational Education) maintained a collection of video tapes, workshop topics, and print materials to assist vocational schools in achieving gender equity. During the past year, the project provided technical assistance at the regional, state, and national levels. A statewide data collection system for all programs serving displaced homemakers, single parents, single pregnant women, nontraditional males and females, and girls and women ages 14-25 was maintained. A toll-free telephone number provided access to information and resources.

The funding level was $108,715 ($57,268 sex bias funds and $51,447 single parent/displaced homemaker funds).

The Standards and Measures project included the implementation of a self-study for local programs funded through Title II funds and the dissemination of the results of that study.

The funding level was $11,092 ($4,092 sex bias funds and $7,000 single parent/displaced homemaker funds).

A summary of the statewide sex equity projects is shown in Appendix I of this report.

CRIMINAL OFFENDERS

TITLE II, PART B, SECTION 225

ACCOMPLISHMENTS

The Department of Corrections provided support services at one (1) location. Guidance and counseling services were provided to 880 inmates at the Boonville Correctional Center.

Guidance, counseling, career development, and placement services were provided by the Division of Youth Services for 1,919 youth at four (4) of their institutions.

Both agencies provided counseling and workplace readiness instruction within their participating institutions, however, both experienced difficulty in keeping professional positions filled due to a shortage of trained counselors and low salaries. As a result, certified vocational education instructors were approved to teach the workplace readiness classes.

The participating correctional institutions during Fiscal Year 1997 were:

DEPARTMENT OF CORRECTIONS
P. O. Box 236
Jefferson City, Missouri 65102

Boonville Correctional Center
Boonville, Missouri

DIVISION OF YOUTH SERVICES
P. O. Box 447
Jefferson City, Missouri 65102

Northwest Regional Youth Center
Kansas City, Missouri

Southwest Regional Youth Center
Springfield, Missouri

St. Louis Regional Youth Center
St. Louis, Missouri

W.E. Sears Youth Center
Poplar Bluff, Missouri

SPECIAL POPULATIONS

TITLE I, PART B, SECTION 118

ACCOMPLISHMENTS

DISABLED - SECONDARY LEVEL

During Fiscal Year 1997, 207 local education agencies were involved in providing supportive services to 5,609 secondary students with disabilities who were mainstreamed into vocational education programs throughout the state. These services included:

- guidance, counseling, career development, and placement services to ensure that students are placed in appropriate vocational education programs, assisted to successfully complete the training provided in their vocational education programs, and transition successfully from school to employment or further training;
- vocational resource educator (VRE) services to facilitate the mainstreaming process;
- basic skills instructors to provide instruction in mathematics, reading, and writing skills essential for successful completion of vocational training programs;
- professional supplemental instructors to provide the additional instruction necessary for students with disabilities to succeed in their vocational education programs; and
- vocational teacher aides, interpreters, readers, and notetakers to provide additional services, as needed.

Materials, supplies, and equipment were also provided to ensure success in vocational education for secondary students with disabilities.

In Fiscal Year 1997, the number of students with disabilities served in secondary vocational education programs continued to increase. Significant accomplishments were made with this population of students through the utilization of the Vocational Resource Educator (VRE) Model in the area vocational schools. VREs are charged with responsibilities involving recruitment; assessment to determine the least restrictive environment; placement into the full-range of vocational education programs depending on interests, aptitudes, and abilities; and career development which includes assistance in transition from school to work. The Division of Vocational and Adult Education and the Division of Special Education cooperate to provide funding, inservice, and technical assistance for local education agencies utilizing the VRE model. In addition, both divisions provide extensive technical assistance to local education agencies throughout the state in the development of coordinated special education and vocational education Individual Education Plans (IEPs) for students with disabilities.

Examples of some of the more successful activities, during Fiscal Year 1997, have been:

- vocational resource educators, a non-teaching professional staff member, served as resource persons in the process of mainstreaming students with disabilities. The VREs assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. The VREs also acted as a liaison with other school personnel to help students with disabilities make the transition from school to employment or further training.
- basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher, and when concurrently students with disabilities were enrolled in vocational education programs.
- supplemental professional instructors assisted regular vocational education teachers to provide the additional instruction that students with disabilities require to succeed in their vocational education programs.
- vocational teacher aides provided assistance to regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

DISABLED - POSTSECONDARY/ADULT LEVEL

During Fiscal Year 1997, 54 local education agencies were involved in providing supportive services to 1,817 postsecondary/adult students with disabilities who were mainstreamed into vocational education programs throughout the state. Basically, the same types of support services that were used at the secondary level were also provided to postsecondary/adult students with disabilities. Postsecondary/adult students with disabilities enrolled in vocational education programs at area vocational schools or postsecondary institutions received services provided by a VRE. The VREs who served postsecondary/adult students with disabilities worked closely with vocational rehabilitation counselors throughout the state to provide needed support services. At postsecondary institutions, a variety of special counseling services, including outreach, were provided. Many of these sites also operated approved programs to provide resource assistance, including basic skills instruction, recruitment services, appropriate vocational education program placement, and job placement assistance. As with the secondary level students with disabilities, the more successful activities, during Fiscal Year 1997, included:

- vocational resource educators which served as resource persons in the process of mainstreaming students with disabilities. They assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. They also acted as a liaison with other school personnel to help students with disabilities make the transition from school to employment or further training.
- basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher and when students with disabilities were concurrently enrolled in vocational education programs.

LIMITED ENGLISH PROFICIENT (LEP) - SECONDARY LEVEL

During Fiscal Year 1997, 166 secondary limited English proficiency (LEP) students were provided interpreters and bilingual tutors utilizing Title II, Part C secondary distribution funds. These services, as well as other supplementary services were provided for LEP students in conjunction with secondary disadvantaged students.

LIMITED ENGLISH PROFICIENT (LEP) - POSTSECONDARY/ADULT LEVEL

Special services for 343 postsecondary/adult limited English proficiency (LEP) students were provided by area vocational schools and community colleges. As with secondary LEP students, postsecondary/adult LEP students were served in conjunction with supportive services provided for postsecondary/adult disadvantaged students.

Special guidance, counseling, career development, and placement services were provided to postsecondary/adult LEP students for the purposes of recruitment into vocational education programs. Vocational assessment was also provided, together with career development activities. After formal vocational education training, the LEP students were provided extra help in making the transition from school to work.

DISADVANTAGED (EXCLUDING LEP) - SECONDARY LEVEL

During Fiscal Year 1997, 260 local education agencies provided supportive services for 18,803 secondary disadvantaged students throughout the state in mainstreamed vocational education programs. Secondary disadvantaged students were provided guidance, counseling, career development, and placement services to assist them to succeed in completing training in vocational education programs. These students also benefited from basic skills instruction that was provided in cooperation with the regular vocational education teacher and when they were concurrently enrolled in vocational education programs. Services such as professional supplemental instructors and vocational education teacher aides were utilized to provide these students with assistance in the classroom. In addition, extra or supportive materials, supplies, and equipment were provided. Secondary disadvantaged students participated fully in a wide range of vocational education programs. Special assistance was provided through guidance, counseling, career development, and placement services. The provision of information regarding opportunities available in vocational education began the recruitment activities. Vocational assessment was provided to help determine appropriate vocational education program placement, and student progress was monitored throughout the educational process. The services culminated with special assistance in the job/educational placement process.

Guidance, counseling, career development, and placement services assisted in ensuring that disadvantaged students were placed in appropriate vocational education programs, significantly helped them to successfully complete the training in vocational education programs, and transitioned them from school to employment or further training. Specific services in these areas included vocational assessment, occupational orientation, acquisition of career awareness and exploration materials, dropout prevention, outreach, placement and follow-up, and other essential services which were identified by the local education agencies.

Basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. Instruction was provided in cooperation with the regular vocational education teacher and disadvantaged students were concurrently enrolled in vocational education programs.

Supplemental professional instructors helped the regular vocational education teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs.

Vocational teacher aides assisted the regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

One (1) extremely successful activity to assist disadvantaged individuals was the establishment of "at-risk" student centers. An explanation of these centers is contained in Appendix J of this report.

DISADVANTAGED (EXCLUDING LEP) - POSTSECONDARY/ADULT LEVEL

During Fiscal Year 1997, 67 local education agencies provided supportive services for 20,226 postsecondary/adult disadvantaged students in mainstreamed vocational education programs throughout the state. Postsecondary/adult disadvantaged students received special services at community college sites and at area vocational schools. Guidance, counseling, career development, and placement services were also provided to assist in recruitment, orientation, assessment, appropriate placement into vocational education programs, and the employment process. Specific services in these areas included vocational awareness, occupational orientation, acquisition of career awareness and exploration materials, dropout prevention, outreach, placement and follow-up, and other essential services identified by the area vocational schools and the community colleges. Special services were provided during the training process and were followed by assistance in transition from school to work. Basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher and concurrently when disadvantaged students were enrolled in vocational education programs. Supplemental professional instructors helped the regular vocational education teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs. Vocational teacher aides assisted the regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helped with competency testing.

VOCATIONAL PREPARATION PROGRAMS

State vocational education funds were used to provide vocational preparation (VoPrep) programs for secondary students who are disadvantaged or have disabilities. These programs were designed to help students acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels. These programs served 655 disadvantaged students and 304 students with disabilities during Fiscal Year 1997. Twelve (12) local education agencies (LEAs) operated programs that provided vocational preparation services to these students with special needs.

STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

TITLE II, PART A, SECTION 201

ACCOMPLISHMENTS

The activities funded under state leadership primarily focused on two (2) areas. These were state directed curriculum and professional development.

The Department directed several curriculum development projects during Fiscal Year 1997. Eight (8) curriculum guides were updated and revised for use with individuals who are enrolled in vocational education programs. In addition to these specific curriculum development projects, competency profiles identifying specific occupational duties and tasks were developed in six (6) occupational areas.

The professional development/inservice activities, which the Department coordinated to assist vocational educators, included primarily the provision of regional and statewide inservice workshops, conferences, and programs; the alignment of and implementation of preservice programs and seminars; and the provision of inservice courses. During Fiscal Year 1997, one (1) annual statewide vocational education conference was held involving 362 topical sessions with a total attendance of over 3,287 vocational educators. In addition, 154 state directed individual workshops, courses, conferences, and institutes, including over 209 topical sessions were provided to assist vocational education administrators and program/service area specific teachers, counselors, and placement specialists in improving the delivery of vocational education programs, services, and activities within the state. Throughout the year, more than 4,167 vocational education teachers and administrators participated in this wide variety of professional development activities.

In addition to the above mentioned activities, the state's service delivery areas private industry councils and vocational education administrators engaged in a variety of collaborative efforts during Fiscal Year 1997. Examples of activities that have continued to achieve improved coordination include:

1. Duel membership on advisory committees.
2. Use of the same assessment systems.
3. Joint annual local plan development.
4. Unified outreach and intake of participants, and
5. Cooperative operation of training programs and services.

The Department has encouraged and promoted this collaborative activity. Additionally, the Department and the Division of Job Development and Training have jointly developed and promoted an outline to provide guidance to both state agencies and local operators in meeting the mandatory coordination requirements of their respective legislation. This outline was disseminated to all agencies receiving federal employment training and vocational education funds within the state. Local education agencies within each service delivery area have been asked to enter into a written agreement with their private industry council to coordinate, share information, and conduct joint planning; as well as other collaborative efforts.

Another significant activity regarding state leadership has been the development and implementation of local evaluation systems to determine the effectiveness of vocational education program delivery at the local level. Prior to Fiscal Year 1992, the Department conducted several inservice workshops to assist vocational education administrators with the development and implementation of local evaluation systems. Through the local application process, local education agencies described, for the Department's approval, the evaluation systems that were currently being utilized. These systems provide for effective monitoring of vocational education programs, services, and activities and enable local education agencies to determine necessary alteration and resource direction to provide appropriate delivery of vocational education. In addition, in 1990 the Department implemented a unified district-level on-site review process which includes a review of vocational education programming through the use of specific resource, process, and performance standards. This process has been titled the Missouri School Improvement Program. A complete explanation of this program is contained in Appendix K of this report. During Fiscal Year 1997, ninety-two (92) local education agencies that operate vocational education programs throughout the state were reviewed, deficiencies were identified, and improvement plans were developed. The diffencies include:

Process standards difficiencies:

0.4% 8.3A Vocational education is not an integral component of the district's educational program.

20.7% 8.3B Competency-based curriculum is not implemented in all vocational education programs to meet the diversified needs of all students and prepare them to enter the workforce and/or continued education.

0.4% 8.3C Vocational student organizations are not in place as an intra-curricular instructional method.

6.5% 8.3D Vocational education programs do not provide all students with adequate assistance in transition to the workplace and/or continued education.

29.3% 8.3E The district does not implement an effective accountability system to assess student performance and program effectiveness.

Performance standard diffencies:

30.1% 16.3 The percentage of students demonstrating adequate preparation for postsecondary education and/or employment is not at a high level or increasing.

COMMUNITY BASED ORGANIZATIONS

TITLE III, PART A, SECTION 301 - 302

ACCOMPLISHMENTS

During Fiscal Year 1997, funding for community-based organization programs and services was not continued, therefore, the Department has no accomplishments to report in this area.

FAMILY AND CONSUMER SCIENCES EDUCATION

TITLE III, PART B, SECTION 311 - 313

ACCOMPLISHMENTS

The mission of the Family and Consumer Sciences Education program is to improve the quality of individual and family life skills as well as to enhance employability skills. Vocational Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is its unique focus.

Areas of instruction are provided for youth and adults in traditional classroom settings, as well as in community centers and outreach centers. These include food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

DISTRIBUTION OF FUNDS

A recession bill eliminating the line-item funding (Title III, Part B) for consumer and homemaking education was passed on July 21, 1995. This resulted in eliminating funding that has been disseminated on a competitive grant basis for use at the local level. These funds have been used to implement new programs, encourage program improvement, expansion, and for the updating of existing programs and services. The result of this action has been a reduction in program participation and program offerings and is reflected in this report.

During Fiscal Year 1997, there were 692 teachers in 386 school districts with Department approved secondary vocational family and consumer sciences education programs in grades 9-12. These programs served 65,810 students or twenty-six percent (26%) of the total 255,397 secondary students in Missouri. The Fiscal Year 1997 enrollment in all family and consumer sciences education programs within the state totaled 96,816. The enrollment in programs increased by one percent (1%). An enrollment summary by program is provided at the end of this section of the report.

At the adult level, the loss of funding resulted in serving only 635 adults during Fiscal Year 1997 as compared to 7,000 adults in Fiscal Year 1995. Program priorities were consumer education (including resource management), family living and parenthood education, and food and nutrition. One community college offers a postsecondary family and consumer sciences education degree program.

STATE LEADERSHIP

State leadership was instrumental in providing personnel activities, and providing technical assistance for improved classroom instruction. A two-day workshop, "Critical Sciences and Practical Reasoning" was attended by 60 teachers and five Parenting Education seminars attended by 200 participants receiving a total of 40 college credit hours. State leadership was provided for the annual vocational education inservice conference for 382 family and consumer sciences educators. Program emphasis included working with special needs students, computer-assisted instruction, critical thinking skills, implementing School-to-Work, integrating key skills in the classroom, consumer education, nutrition education, child-care providers training, implementing programs for pregnant and parenting teens, curriculum updates, and understanding family diversity.

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FHA/HERO ACTIVITIES

Leadership development was provided for student members and advisors through Future Homemakers of America. There were 356 chapters with a membership of 12,894 during Fiscal Year 1997. One hundred seventy (170) members and advisors participated in the National Leadership Meeting in San Diego, California. Eight hundred fifty-five (855) members and advisors participated in the fall Cluster Meetings in Reston, VA; Orlando, FL; Des Moines, IA; and Louisville, KY. Approximately fifteen hundred (1,500) students, advisors, and guests attended the annual State Leadership Conference in Columbia, Missouri. There were forty-five (45) chapters recognized during the State Leadership Conference for completing Student Body; Families First; Financial Fitness; FACTS (Families Acting for Community Traffic Safety); Intergenerational Program; and/or Community Service Award projects. Forty-three (43) students were recognized for completing five (5) Power of One units. One advisor received recognition for being a Master Advisor and three (3) advisors received Chapter Advisor Service Awards. Approximately 345 FHA/HERO members participated in State STAR (Students Taking Action with Recognition) Events during the State Leadership Conference. One hundred twenty-six (126) members, advisors, and parents participated in the A+ Conference at the Lake of the Ozarks. Missouri Alumni & Associates membership for Fiscal Year 1997 was sixty-five (65). Alumni & Associates members evaluated STAR Events and sponsored two scholarships for members to attend the Missouri FHA/HERO Leadership Unlimited Conference. Two hundred three (203) members and advisors participated in the Leadership Unlimited Conference in Jefferson City.

TITLE II, PARTS A & B

VOCATIONAL EDUCATION IMPROVEMENT, INNOVATION, AND EXPANSION PROGRAM

OCCUPATIONAL

The mission of occupational programs is to emphasize the acquisition of competencies needed for securing and holding paid employment at the entry and advanced levels. These programs are developed from family and consumer sciences education subject matter areas to meet the unique requirements of career paths and the specific vocations. A summary of the Fiscal Year 1997 enrollment and follow-up for these programs is provided at the end of this section of the report. There were six (6) outreach programs which had to rely solely on state dollars for support with the loss of federal funds. These provided short-term adult education classes for child care providers in the state. This outreach effort has continued to grow at a rapid rate with the increased education requirements and growth in the number of child care providers. Of the over ten thousand individuals enrolled in classes; eight percent (8%) were males.

Eleven (11) community colleges offer postsecondary occupational family and consumer sciences education programs.

NUMBER OF VOCATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION STUDENTS SERVED IN GRADES 9-12, FISCAL YEAR 1997*

Title	Total	Male	Female	Black	White	Other	Disad	Disab
Comprehensive Cons. & Homemaking	8,424	2,946	5,478	707	7,617	100	1,679	617
Child Development, Care & Guidance	12,043	2,567	9,476	1,292	10,682	69	1,867	614
Clothing & Textiles	3,422	552	2,870	594	2,759	69	661	182
Consumer Education	3,685	1,428	2,257	424	3,223	38	995	252
Family & Individual Health	5,462	2,185	3,277	399	4,963	100	1,116	307
Family Living & Parenthood	8,424	2,359	6,065	994	7,364	66	1,676	578
Food & Nutrition	17,045	6,700	10,345	2,896	14,026	123	3,204	1,136
Home Management	395	109	286	13	370	12	65	21
Housing, Home Furnishings & Equipment	2,698	629	2,069	148	2,528	22	491	154
Cons. & Homemaking, Other	4,212	1,584	2,628	430	3,723	59	750	88
TOTALS	65,810	21,059	44,751	7,897	57,255	658	12,504	3,949

*Enrollment data is for approved programs.

NUMBER OF STUDENTS SERVED IN OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAMS IN FISCAL YEAR 1997

Program	Secondary	Postsecondary	Adult	Total
Child Care Aide/Assistant (20.0202)	577	N/A	76	653
Child Care Management (20.0203)	N/A	2,060	11,407	13,467
Commercial Garment & Apparel (20.0303)	47	N/A	N/A	47
Custom Tailor (20.0305)	11	N/A	N/A	11
Fashion/Fabric Consultant (20.0306, 20.0309)	113	48	N/A	161
Food Production, Management, & Service, General** (20.0401)	7	N/A	112	119
Dietetic Aide/Assistant (20.0404)	N/A	349	151	500
TOTALS	755	2,457	11,746	14,958

**Effective July 1, 1992, vocational Food Service Programs were reassigned from the Family and Consumer Sciences Education Section to the Industrial Education Section.

NUMBER OF STUDENTS SERVED IN OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAMS IN FISCAL YEAR 1997

Program	Secondary	Postsecondary	Adult	Total
Home Furnishings & Equipment Management (20.0501)	N/A	N/A	177	177
Interior Architecture (04.0501)	N/A	110	N/A	110
Custodial Services (20.0601, 20.0604)	32	132	460	624
Vocational Family and Consumer Sciences, Other (20.9999)	126	518	N/A	644
TOTALS	158	760	637	1,555

EMPLOYMENT STATUS FOR 1996 SECONDARY GRADUATES

(Data Collected in FY 1997)

Program	Exiters	Employed Related Job	Employed Unrelated	Continue Education	Not Employed	Military	Other*
Child Care Aide (20.0202)	282	68	71	73	16	1	53
Commercial Garment & Apparel (20.0303)	39	2	10	4	8	5	10
Fashion Fabric (20.0306)	11	0	6	0	0	0	5
Food Production, Management** (20.0401)	8	1	1	5	0	0	1

**Effective July 1, 1992, Vocational Food Service Programs were reassigned from the Family and Consumer Sciences Education Section to the Industrial Education Section.

EMPLOYMENT STATUS FOR FY 1996 POSTSECONDARY GRADUATES

(Data collected in Fiscal Year 1997)

Program	Exiters	Employed Related Job	Employed Unrelated	Continued Education	Not Employed	Military	Other*
Interior Design (04.0501)	19	11	1	5	0	0	2
Child Care Management (20.0203)	113	77	9	10	0	0	17
Fashion Fabric (20.0306)	8	4	0	1	0	0	3
Food Production, Management (20.0401)	4	4	0	0	0	0	0
Dietetic Assistant (20.0404)	3	1	1	0	1	0	0
Vocational Family & Consumer Sciences (20.9999)	75	22	14	17	5	0	17

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TECH PREP

TITLE III, PART E, SECTION 341-347

ACCOMPLISHMENTS

In Fiscal Year 1997 fourteen (14) one-year Tech Prep demonstration sub-grants were approved. Each of the following local education agencies received $130,000 demonstration subgrants:

Bootheel Tech Prep Consortium
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Construction Apprenticeship Tech Prep Consortium
105 West 12th Avenue
North Kansas City, Missouri 64116

Crowder College Tech Prep Consortium
Crowder College
601 Laclede Avenue
Neosho, Missouri 64850

East Central Missouri Tech Prep Consortium
East Central College
P. O. Box 529
Union, Missouri 63084

Heart of the Ozarks Tech Prep Consortium
Ozarks Technical Community College
815 North Sherman
Springfield, Missouri 65802

Heart of Missouri Tech Educ Consortium
State Fair Community College
3201 West 16th Street
Sedalia, Missouri 65301

Jefferson County Tech Prep Consortium
Jefferson College
1000 Viking Drive
Hillsboro, Missouri 63050

Mid-Missouri Tech Prep Consortium
Linn Technical College
One Technology Drive
Linn, Missouri 65051

Mid Rivers Tech Prep Consortium
Pike/Lincoln Technical Center
P.O. Box 38
Eolia, Missouri 63344

Moberly Area Community College Tech Prep Education Consortium
Moberly Area Community College
101 College
Moberly, Missouri 65270

North Missouri Tech Prep Consortium
North Central Missouri College
1301 Main Street
Trenton, Missouri 64683

NW Missouri Tech Prep Consortium
High Tech Training Resource Center
The Metropolitan Community Colleges
3200 Broadway
Kansas City, Missouri 64111

St. Louis Area Tech Prep Consortium
Forest Park Community College
5600 Oakland Avenue - F324
St. Louis, Missouri 63110

Southeast Missouri Tech Prep Consortium
Mineral Area College
P.O. Box 1000
Park Hills, Missouri 63601

Proposers were required to address the following program requirements:

- Be carried out under an articulation agreement between the participants in the consortium;
- Consist of the two (2) years of secondary school preceding graduation and two (2) years of higher education, or an apprenticeship program of at least two (2) years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field;
- Include the development of Tech Prep Education program curricula appropriate to the needs of the consortium participants;
- Include inservice training for teachers that is designed to train teachers to effectively implement Tech Prep Education curricula, provide for joint training for teachers from all participants in the consortium, and may provide such training in weekend, evening, and summer institutes or workshops;
- Include training programs for counselors designed to enable them to more effectively recruit students for Tech Prep Education programs, ensure that such students successfully complete such programs, and ensure that such students are placed in appropriate employment;
- Provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep Education program services appropriate to the needs of such individuals; and
- Provide for preparatory services which assist all participants in such programs.

Of the 14 Tech Prep Education consortia approved, nine (9) are rural; four (4) are urban and one (1) is rural and urban. The nine (9) rural consortia are located at Linn, Sedalia, Trenton, Union, Park Hills, Poplar Bluff, Moberly, Hillsboro and Neosho. The urban consortia are Kansas City, Springfield, St. Louis and North Kansas City. The only rural/urban consortium is located at Eolia.

Planning for Tech Prep programs between secondary and postsecondary institutions is primarily conducted at the consortium level. The state goal is "to develop strong comprehensive links between secondary schools and postsecondary educational institutions for the development and implementation of programs designed to provide tech prep educational career paths leading to a two-year associate degree or an apprenticeship program that focuses on high-skill technical occupations".

Each consortium utilizes an administrative advisory committee to address the needs of students in each participating district. The committee is required to seek and utilize input from representatives of business, industry and labor unions.

Some of the major activities and accomplishments of the Tech Prep Education initiatives during Fiscal Year 1997 include –

- A statewide Tech Prep education fall conference co-sponsored by the Missouri Department of Elementary and Secondary Education and the University of Missouri-Columbia. The conference theme was *Building Bridges for Missouri's Future*. General session speakers for the November 16-18, 1997, conference held at the Marriott Tan-Tar-A in Osage Beach, addressed the areas of articulation, applied courses and school-to-work initiatives. The 113 sessions were attended by 1,600+ attendees. Attendees represented high school and community teachers, high school principals, area school directors, school superintendents, community college deans, business representatives, students, and other individuals interested in Tech Prep education.
- The conduct of bi-monthly Tech Prep education coordinator meetings to keep the lines of communication open, share ideas and concepts and materials that work, deal with common program barriers, and plan conferences and workshops within each consortium and at the State level.
- The distribution of 72,000 copies of the planning edition of the American Careers magazine were distributed to comprehensive high schools. This publication was used as a supplemental classroom resource for students in the 9th and 10th grades. Its purpose was to provide career information to guidance counselors and teachers to help students discover that academic knowledge, technical skills and problem-solving abilities are absolutely necessary in the work world. Articles focused on self-awareness, career exploration, career planning, applied academics and employability skills. A teacher's guide was included with the publication. The activities in the guide integrate the articles with instructional programs designed to stimulate intellectual processes and develop knowledge and skills in areas of critical thinking, problem solving, goal setting, career awareness, self-awareness, self-esteem, and self-discipline. Comments from principals, guidance counselors and teachers indicate a strong support to continue providing the American Careers magazine.
- The Bootheel Tech Prep Consortium sponsored a business/industry internship for school counselors. Internship placements were developed within the consortium region based on counselor and student needs, distance and career pathway areas.
- An 80-hour internship was implemented by the Bootheel Tech Prep Consortium. The internship was directed toward counselors. The purpose of the internship was to determine high tech jobs that are available in career pathways that could be shared with students and parents. Training requirements for jobs were also determined.
- The East Central Missouri Tech Prep Consortium, East Central College and Four Rivers Area Vocational Technical School co-sponsored a career fair in November, 1996. Attending the fair were some 2000 tenth grade students from 17 different school districts. There were over 60 different careers from the six career pathways about which students could learn. Students were provided an opportunity to speak with instructors, business and industry people and community advisory board members (career role models) in careers of their choice. The students became aware that classes selected and grades attained in high school can influence career opportunities.
- The Northwest Missouri Tech Prep Consortium worked with 11 area vocational technical schools and the Metropolitan Community Colleges of Kansas City, Missouri.

to develop a process to accelerate the development and implementation of articulation agreements. The process was successful in that there are now 25 signed agreements in industrial technologies (23 new and two (2) revised) with 16 additional agreements currently in the approval process.

- The Ozarks Tech Prep Consortium assisted the Nixa High School in instituting a day care center for teen parents. Day care is provided free of charge for those mothers and fathers as long as they maintain a B average (80 percent) and accrue a 95 percent attendance record. Additionally, these teen parents are enrolled in the early childhood development class for which they may also earn articulation credit. The day care also provides for job shadowing experiences for the other students enrolled in the early childhood development class. This program is an excellent example of a tech prep, at-risk, single parent and school-to-work program all in one operation.
- An identified and continuing problem in the Southeast Missouri Regional Tech Prep Consortium has been the low numbers of Tech Prep students progressing from the secondary to postsecondary level of instruction. Numerous strategies have been implemented in the past, but have netted little success until a new strategy was developed and implemented in the spring of fiscal year 1997. A Tech Prep Day was sponsored by the consortium and conducted on the campus of Mineral Area College. The central idea was to bring high school senior Tech Prep students to the campus for a program designed to acquaint the students with college life and to review related topics such as financial aid, housing, student activities, etc. Campus tours and an opportunity to meet with individual postsecondary vocational instructors was also a part of the program. The responses from secondary school counselors/faculty representatives that accompanied the students to the campus was unanimously a positive one. Time will tell how much success this activity will enjoy.
- The Jefferson County Tech Prep Consortium, in cooperation with IBM developed a strategic business plan to address the shortage of skilled AS/400 professionals in the job market. Students begin their training at the secondary level and articulate courses in computer sciences at Jefferson College.

INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION

TITLE I, PART B, SECTION 116; TITLE II, PART A, SECTION 201;
AND TITLE II, PART C, SECTIONS 235 AND 240

ACCOMPLISHMENTS

With the passage of the Carl D. Perkins Vocational and Applied Technical Education Act came the opportunity for schools across the nation to affect real educational reform. The Act required that funds be used to provide vocational education programs that integrate academic and vocational education through a coherent sequence of courses or instruction that enable students to achieve both academic and occupational competencies.

Within Missouri, school districts and institutions developed specific strategies to provide for the integration of academic and vocational education. These strategies included remedial courses or instruction, applied academic courses, applied academic instruction which was incorporated into the vocational education program, and cooperative implementation of integrated instruction by academic and vocational teachers, and collaboration among academic and vocational education teachers to coordinate instruction.

The Department maintained membership in seven (7) applied academic curricula development consortia to assist schools with the integration of academic and vocational education. The six (6) areas of applied academic curricula provided by these consortia are as follows:

- Applications in Biology/Chemistry is designed to present the scientific fundamentals of biology and chemistry that provide a foundation for careers in technology, health, agriculture/agribusiness and home economics. The course employs student activities that relate to work and can be presented as a one-year science course. The materials are suitable for secondary students or for returning adults.
- Applied Communication is designed to help students develop and refine job-related communications skills: reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills. This curriculum can be offered as an alternative to traditional English courses.
- Applied Mathematics is designed to help vocational education students and others develop and refine job-related mathematic skills. The overall course includes material that focuses on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and algebraic formulas to solve problems. Though the text includes some material found in traditional areas of arithmetic, geometry, algebra, and simple trigonometry; the emphasis remains on the ability to understand and apply functional mathematics to solve problems in the world of work.

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- Principles of Technology is a broad, technically-oriented course that provides vocational education students with a foundation for more education and training in advanced-technology career paths. Principles of Technology combines scientific principles in applied physics and mathematics. Videos and hands-on laboratory experiences help provide an approach which ensures career flexibility as machines and technology advance.
- Economics at Work builds student understanding of how the market system works in today's global economy by examining the interrelated activities of individuals, companies, labor, and government. The curriculum incorporates printed materials, video segments and interactive computer software which provide new approaches for students to explore how economic issues impact the workplace, public policies and their personal lives.
- Workplace Civics and Government is a multimedia-based curriculum designed to assist students better understand complex political, social, economic, and workplace issues; make informed decisions; succeed in their academic and career experiences; and function as informed, effective, and responsible citizens.
- Another applied curriculum that is used to provide instruction for students that facilitates their entry into and successful completion of vocational skill training is Workplace Readiness. This applied curriculum provides skill training as a part of related instruction that is designed to help students transition successfully from school to the workplace.

In Fiscal Year 1997, local education agencies operated stand alone courses utilizing nationally developed applied academic curricula. One hundred seventeen (117) operate courses in Applications in Applied Biology/Chemistry (ABC) an enrollment of 6,244 in ABC I and 1,887 in ABC II, 158 operate courses in Applied Communication (AC) with an enrollment of 5,018 in AC I and 2,155 in AC II, 241 operated courses in Applied Mathematics (AM) with an enrollment of 9,626 in AM I and 3,454 in AM II, 8 operated courses in Economics at Work (EW) with an enrolloment of 177, 61 operated courses in Principles of Technology (PT) with an enrollment of 1,789 in PT I and 194 in PT II, and 11 operated Workplace Civics and Government with an enrollment of 353.

During Fiscal Year 1997, 632 academic and vocational education administrators, teachers, and counselors attended fifty-five (55) one-week inservice workshops on the utilization of applied academics curricula.

Basic skills instruction that is designed to provide individual or small-group instruction in Academic skills essential for successful completion of a vocational training program was also provided by secondary and postsecondary local education agencies throughout the state. This instruction was provided in cooperation with the vocational education teachers.

Integration strategies that involve unified/cooperative planning and implementation between academic and vocational education teachers such as, "writing across the curriculum", team teaching, and curriculum revision (both academic and vocational) to provide instructional activities and materials more applicable/relevant to applied application was also implemented in many secondary and postsecondary local education agencies throughout the State.

Another means by which integration of academics and vocational education was implemented has been through the development and operation of tech prep education activities jointly proposed by at least two (2) eligible recipients, one (1) secondary and one (1) postsecondary. Tech prep education is proving to be a vehicle that eliminates barriers in the learning process for many students and makes academic competence more relevant. For more information on tech prep education refer to section "Tech Prep" in this report.

In Fiscal Year 1997, the Title II Part C distribution to local education agencies and the local expenditures together totaled $2,242,653 for integration activities. Of this total, the local expenditures amounted to $1,471,088 and the Title II Part C distribution expenditures amounted to $771,565. Among the Title II Part C expenditures by local education agencies, $1,204,240 was expended on staff salaries; $8,062 on inservice; and $258,786 on curriculum modification and instructional materials, development and/or purchase.

CAREER GUIDANCE AND COUNSELING

TITLE II, TITLE III, PART C SECTIONS 321-323

ACCOMPLISHMENTS

MODEL GUIDANCE PROGRAM DEVELOPMENT

The purpose of the Missouri Comprehensive Guidance Program has been to help local education agencies (LEAs) develop, implement, and evaluate comprehensive systematic guidance programs at the kindergarten through twelfth grade level. From Fiscal Year 1985 to Fiscal Year 1997, approximately ninety-two percent (92%) of the local education agencies have participated in this program. Several school district are repeat districts due to total new guidance staff and/or administration. Reunion workshops are held each spring with approximately 600 guidance staff in attendance. These workshops are designed to help keep schools up-to-date on all the new materials and information developed since they were trained. The initial training cycle consists of a two-year inservice program which has been provided to approximately 4000 counselors and administrators in these participating LEAs. During the initial two-year period, counselors conduct a time and task analysis of their current program activities, carry out a student needs and staff/parent assessments, develop guidance curriculum units to address the needs that have been identified by the various populations, establish an advisory committee, conduct a resource assessment, and redirect their activities so that guidance will become a comprehensive program with specific content rather than a set of miscellaneous services. Within the program, specific activities are developed and center around four (4) major components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Federal vocational education and local funds provided financial support for the projects which include personnel, materials acquisition/development, and inservice training. Due to increased personnel changes at the local level, both administration and counselors, a new series of inservice programs has been initiated. This aspect of inservice is designed for districts who have previously implemented the program, but who have new personnel who have not been through the initial training. The "new personnel" workshops are held regionally and are designed around a one-day format. Four Workshops were held with an approximate attendance of two hundred participants during this past year.

Revised materials have been developed for the Model Guidance Program. These materials include three (3) distinct kits designed for grades kindergarten through 6, 6 through 9, and 9 through 12. Each kit contains a manual which details a step-by-step procedure along with all necessary forms and charts. The high school kit (9-12) contains approximately 300 guidance learning activities which address 90 competencies within 16 broad categories. In addition, the middle/junior high school kit (6-9) includes approximately 300 guidance learning activities that address sixty-two (62) student competencies in twelve (12) broad categories. The elementary school kit (K-6) is in the same format and includes 500 activities that cover forty-four (44) competencies within eleven (11) broad categories. A "Scope and Sequence" process has been developed which details the competencies to be addressed at each level. Since the materials had only minor revisions, the complete system has undergone a major revision, including all kits, manuals and supplemental materials. The revised system was available in the fall of 1997.

The Model Guidance Program includes as a part of the delivery system a yearly planning calendar, a weekly planner designed for the purpose of tracking activities on a daily basis, and a system that identifies the relationship between the students competencies within the Missouri Comprehensive Guidance Program and the competencies within the Show-Me Standards.

CAREER GUIDANCE/VOCATIONAL EDUCATION RESOURCE CENTERS

To date, the three (3) regional career guidance/vocational education resource centers continue to expand their operations through the development and dissemination of resource materials, carrying out various inservice activities for students and professionals, and providing statewide technical assistance.

A strong emphasis continues to be placed on the acquisition and updating of career guidance and vocational education materials and ongoing staff development activities at all levels. Special emphasis has been placed on materials that address concepts in School-to-Work, Tech Prep, etc. The resource centers are located in St. Louis, Kansas City, and Sedalia to serve all the LEAs throughout the State.

MISSOURI VITAL INFORMATION FOR EDUCATION AND WORK (MOVIEW)

The MOVIEW program continues to be a viable resource to K-12 school counselors in Missouri. It was designed to provide current career information specifically geared to the state of Missouri, and there is a national database also included. The MOVIEW Career Information Delivery System (CIDS) contains information on some 340 careers, as well as information on the 57 public area vocational schools and 200 proprietary schools. The system also includes information on the Military Job File, New and Emerging Occupations, Apprenticeship Training, National College File, College Major Index, and a Financial Aid data base on scholarships and other sources of financial assistance. The system is formatted on computer software (Macintosh & IBM DOS), microfiche, and printed material. The CIDS information was distributed to 600 plus sites throughout the State.

A middle school version entitled "Choices Junior" was also offered. A career decision-making strategy and information on 300+ careers are included.

In addition to the standard CIDS, the program includes Basic VIEW, and Basic Search and Learn. This is a comprehensive system designed for the exceptional student who has reading problems. It is written on a second grade reading level. Basic Search & Learn materials were placed into 51 sites throughout the state.

To facilitate the delivery of Career Information at the elementary level, the Career O Rama Program, available through Wintergreen-Orchard House was implemented in approximately 100 sites statewide.

Due to the high demand for a Windows platform and a more accurate proven Macintosh platform, the Department selected the Choices program to serve as the basis for the state's career information system beginning in Fiscal Year 1997.

Over 300 videotapes that work in conjunction with the computer software were distributed to user sites. Volume I and Volume II videos included some 50 careers in the skilled, paraprofessional and professional categories while Volume III provided 64 Tech Prep Education Careers. Through the ACE Consortium, a number of new videotapes were made available to supplement the new Choices program for Fiscal Year 1997. Additional work continued on the development of digital CD ROM's to enhance the state's career information system. It must be noted that the decision has been made to eliminate state support for the Career Information System, therefore, all previous users will have to obtain local funds for continued utilization and implementation for Fiscal Year 1998.

HELPING INDUSTRY RECRUIT EMPLOYEES (HIRE)

Project HIRE is an umbrella organization for 20 area vocational schools, comprehensive high schools, and community colleges. The administration for the project is the responsibility of the Metropolitan Community Colleges at Kansas City. The primary goal is to provide a system by which the schools can work together in developing and sharing available job openings with one another for the placement of vocational education students. This goal is accomplished by the sharing of job openings through a computerized job development/job placement network system. Equipment is located at each school site so that on-line transactions are accomplished. These transactions in Fiscal Year 1997 included the listing of 8,760 jobs and the placement of 245 present or former students.

STATEWIDE JOB PLACEMENT SERVICE

Statewide Job Placement Service was organized as a network of area vocational schools and community colleges cooperating in a statewide effort to provide job placement opportunities for students exiting vocational training programs. Statewide Job Placement Service was designed to supplement the job placement efforts of each participating institution. The emphasis of the service has been to provide inservice training for placement coordinators and instructors at the area vocational schools and community colleges as to their role and responsibilities relating to job placement.

The Service also coordinated statewide marketing strategies, job development techniques, and provided professional resource materials (books, films, brochures, et cetera) for use by the participating institutions. New and improved methods of job placement strategies were developed by the staff and shared with all the schools. Statewide Job Placement Service has coordinated and maintained a student placement data base for each participating institution's exiting graduates.

COUNSELORS AWARE OF VOCATIONAL EDUCATION (Project CAVE)

This project consisted of the development of an instructional and informational package primarily for use by counselor educators to help their counselors-in-training become more aware of vocational education in Missouri so that these future counselors might better assist their own students and clientele in appropriate career planning and occupational choice. The project was conducted cooperatively between the Guidance and Placement Section of the Department of Elementary and Secondary Education and the Department of Educational Administration and Counseling at Southeast Missouri State University in Cape Girardeau.

A vocational guidance and placement advisory committee developed the package. This committee had been formed several years earlier and was the main participant in the revision of the system for Guidance and Placement in Missouri's area vocational schools. This 17 member committee was composed of representatives from various spheres of work, important in developing the final product. Seven members of the group comprised a subcommittee which developed the instructional framework.

Materials for Project CAVE include:

- A short video promoting vocational education
- An instructional framework that consists of:
    - thirteen competency areas
    - themes for the competency areas
    - performance objectives for each competency area, in terms of what students should be able to do or demonstrate
    - resources where answers to performance objectives can be found
- Suggested scenarios and activities
- A list of abbreviations and acronyms used in vocational education
- Instructional suggestions for use of the package
- Worksheets for each performance objective

The materials of Project CAVE were disseminated during FY97 to all counselor education institutions in the state, as well as to all area vocational schools and community colleges.

GUIDANCE AND PLACEMENT SYSTEM IN MISSOURI'S AREA VOCATIONAL SCHOOLS

The System for Guidance and Placement in Missouri's Area Vocational Schools was approved and implemented in 1989, revised in 1995, and an evaluation component also added in 1995. This system, designed and developed specifically to serve the guidance and placement needs of students in Missouri's area vocational schools, consists of several components: Standards and

Descriptors, Action Plans, Documentation, and Evaluation. Several concepts define the system further: a focus on services to students, regardless of which personnel may provide those services: the blending of guidance and placement into one program: the uniformity of the standards and descriptors in their application to all area vocational schools while allowing for each site's individuality in how the descriptors are addressed in the local action plan.

The six standards and forty-three (43) descriptors address the unique mission of the vocational schools, were developed primarily by practitioners, and correlate well with current legislation and incentives. The local action plan and documentation, based on the standards and descriptors, provides a complete picture of guidance and placement activities. The descriptors can be used by administrators to define the job descriptions and activities of guidance and placement staff. The evaluation component consists of three levels: the first indicating the extent to which the program is in place; the second reporting overall enrollment and retention data; and the third focusing on information from students, teachers, and sending school counselors regarding services provided, all of which can be used for program improvement.

A research study was conducted in 1995 to determine the satisfaction and awareness of students, teachers, and sending school counselors relative to the vocational guidance and placement program. This study was based on a sample of area vocational schools and showed a high degree of student and sending school counselor satisfaction and teacher awareness of their program. These results provide an indication of the effectiveness of the system for guidance and placement, and can be used for comparisons with local results for program improvement.

Technical review visits by Department Guidance and Placement staff were conducted during the 1996-97 school year in ten (10) area vocational schools. An update on the System for all area vocational schools was provided during the Spring 1997 Statewide Job Placement Workshops.

CAREER ORIENTATION AND PLANNING PROFILE

The Career Orientation and Planning Profile has been implemented in approximately 15 area vocational schools and their respective sending schools. The Career Orientation and Planning Profile (COPP) is designed to teach students the process involved in the career decision making process and yields information related to five indices: self analysis index, job analysis index, occupational tryout index, occupational selection ability and personality tendency and appropriate occupation. The system includes the following: informational brochure, parent information brochure, counselor-teacher handbook, two separate data collection forms-Form A and Form B (can be hand scored or machine scored) student profile sheet, student career planning guide book, My Career Planner, My Career Portfolio and Parent Information File. The Parent Information File is being expanded to included K-3 and 4-6 levels.

The system is designed to be used from grades 7 through adult and the Career Planner, Guidebooks, Portfolios are designed for the appropriate age/grade level.

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The COPP is being utilized throughout the 13 area schools and respective sending schools as a means of helping students to make sound educational and career decisions. It is designed to provide them with a systematic means of developing long range plans. When properly implemented, it will address the requirements/concepts such as those in School to Work and A+ Schools.

The process of implementation will continue to the extent that funds will allow. Work continues on the PC version of the system. State funding has also been eliminated to support the further implementation of this program for Fiscal Year 1998.

COUNSELOR EDUCATOR MEETINGS

Two (2) meetings per year are held with Counselor Educators, representing the eleven training institutions from around the state, who have the responsibility of training certified school counselors. Typically meetings are held for two days during October and April, with approximately 30 counselor educators being present each time. The primary focus of the meetings is to assure continuity of training concepts and requirements within the twelve training programs statewide. Major efforts include, but are not limited to, the following: certification requirements, shortage of certified school counselors, counselors role in special education, competency based certification, course review/content, etc. A major focus continues to be a way to address the shortage of school counselors. The School Counselor Transition Program was implemented in each of the twelve state universities and began with the summer session-August 1997. Approximately 80 individuals took advantage of this program.

PLANNING FOR LIFE PROGRAM

The Planning for Life program has two purposes:

1. To offer ideas for those in the process of designing or improving their career planning activities.
2. To provide guidelines of exemplary career planning programs to encourage participation in the aware process.

The program is sponsored by the U.S. Army Recruiting Command and the National Consortium of State Guidance Supervisors. The Missouri School Counselor Association helps coordinate the program n the twelve MICA districts.

To date approximately 450 local schools (buildings or districts) have registered in this program statewide. Kansas City School District, North St. Francois Co. at Bonne Terre, and Rolla Middle School were recognized at the state level for outstanding efforts in the area of career planning.

The two state winners were eligible to compete at the national level and their applications were forwarded to the National Consortium of State Career Guidance Supervisors for rating and review.

STUDENT ASSISTANCE PROGRAM

The purpose of this program is an awareness campaign of the forms of student assistance available through the state. During the past year representatives from various state agencies and other interested parties have met to implement the program in Missouri based upon a national model. Due to personnel changes at the various state agencies this project has been on hold during the past year.

Surveys were sent to twenty percent (20%) of the school districts in the state to find out what forms of student assistance were available in their communities.

A brochure has been printed explaining the program and is being distributed statewide to parties who could be interested in the student assistance program. Also, a display unit has been developed and is available at various meetings involving those who may benefit from participation in the program.

APPENDICES

APPENDIX A
TABLE I

TOTAL 1996-97 VOCATIONAL EDUCATION ENROLLMENTS BY OCCUPATIONAL PROGRAM AREA, BY INSTRUCTIONAL LEVEL

SECTION	SECONDARY	ADULT	POST SECONDARY	TOTAL
Agricultural Education	19,516	2,906	842	23,264
Business Education	12,587	25,180	23,202	60,969
Marketing and Cooperative Education	10,711	42	6,620	17,373
Health Occupations Education	2,620	6,216	6,580	15,416
Occupational Family and Consumer Sciences	913	12,383	3,217	16,513
Family and Consumer Sciences	65,810	635	0	66,445
Industrial Education	14,482	47,333	13,671	75,486
Special Needs (Vo Prep)	959	NA	NA	959
TOTALS	127,598	94,695	54,132	276,425
Exploratory Agriculture (Grades 7 and 8, not included above)	2,816	NA	NA	2,816
Additional Students Receiving Special Needs Services	6,248	1,028	0	7,276
Additional Individuals Receiving Single Parent/Displaced Homemaking Services Only	273	1,717	1,484	3,474
Additional Individuals Receiving Gender Bias Services Only	5,040	324	918	6,282

APPENDIX A
TABLE II

1996-97 AGRICULTURAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
* 01.0000	2,816 *	NA	NA	2,816
01.0101	1,181	915	190	2,286
01.0201	4,102	85	10	4,197
01.0301	1,527	1,427	88	3,042
01.0401	203	NA	NA	203
01.0501	778	NA	84	862
01.0601	2,662	195	453	3,310
01.9999	444	284	NA	728
02.0101	7,536	NA	NA	7,536
03.0101	850	NA	NA	850
03.0401	233	NA	17	250
TOTALS	22,332	2,906	842	26,080

* On front page as exploratory

APPENDIX A
TABLE II

1996-97 AGRICULTURAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

[illegible]DE	SECONDARY	ADULT	POST SECONDARY	TOTAL
[illegible].0000	2,816 *	NA	NA	2,816
[illegible].0101	1,181	915	190	2,286
[illegible].0201	4,102	85	10	4,197
1[illegible]301	1,527	1,427	88	3,042
1.0401	203	NA	NA	203
[illegible]501	778	NA	84	862
01.0601	2,662	195	453	3,310
0[illegible]9999	444	284	NA	728
02.0101	7,536	NA	NA	7,536
[illegible].0101	850	NA	NA	850
03.0401	233	NA	17	250
TOTALS	22,332	2,906	842	26,080

On front page as exploratory

TOTAL
2,044
212
5,974
5,781
.207
714
622
813
)63
61
0
30
3
5

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APPENDIX A
TABLE IV

1996-97 MARKETING AND COOPERATIVE EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
08.0101	910	NA	298	1,208
08.0102	54	NA	265	319
08.0204	53	NA	NA	53
08.0205	54	NA	NA	54
08.0301	375	NA	397	772
08.0401	54	NA	NA	54
08.0601	857	NA	NA	857
08.0705	2,142	NA	1,490	3,632
08.0706	214	NA	NA	214
08.0708	2,035	42	1,225	3,302
08.0809	54	NA	NA	54
08.0810	53	NA	NA	53
08.0901	160	NA	993	1,153
08.0902	107	NA	331	438
08.0906	1,874	NA	NA	1,874
08.1001	NA	NA	33	33
08.1105	107	NA	298	405
08.1203	214	NA	NA	214
08.1209	161	NA	NA	161
08.1301	54	NA	NA	54
08.9999	107	NA	33	140
09.0201	54	NA	132	186
52.0201	268	NA	NA	268
52.0701	214	NA	265	479
52.0901	107	NA	463	570
52.0902	161	NA	NA	161

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MARKETING AND COOPERATIVE EDUCATION ENROLLMENTS (CONTINUED)

CIP CODE	SECONDARY	ADULT	SECONDARY	TOTAL
52.1101	54	NA	NA	54
52.1401	161	NA	397	558
52.1402	53	NA	NA	53
TOTALS	10,711*	42	6,620	17,373

* From COE (585 Sec.)

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APPENDIX A
TABLE V

1996-97 HEALTH OCCUPATIONS EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
12.0301	NA	NA	47	47
51.0205	NA	90	117	207
51.0601	18	27	111	156
51.0602	NA	NA	88	88
51.0603	NA	NA	NA	0
51.0699	NA	NA	NA	0
51.0703	NA	9	NA	9
51.0707	NA	157	416	573
51.0708	NA	100	NA	100
51.0801	114	33	NA	147
51.0802	55	NA	NA	55
51.0803	NA	9	224	233
51.0805	NA	NA	NA	0
51.0806	NA	21	315	336
51.0808	NA	NA	NA	0
51.0899	NA	NA	NA	0
51.0904	NA	529	1,114	1,643
51.0907	NA	70	177	247
51.0908	NA	101	101	202
51.0909	NA	34	68	102
51.0910	NA	NA	28	28
51.1004	NA	11	133	144
51.1501	NA	NA	NA	0
51.1502	NA	NA	NA	0
51.1599	NA	NA	NA	0
51.1601	NA	13	1,755	1,768

HEALTH OCCUPATIONS EDUCATION ENROLLMENTS (CONTINUED)

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
51.1613	NA	815	481	1,296
51.1614	NA	712	401	1,113
51.1615	NA	NA	NA	0
51.1699	NA	667	186	853
* 51.2601	2,433	NA	NA	2,433
51.9999	NA	2,818	818	3,636
TOTALS	2,620	6,216	6,580	15,416

* From COE (42 Sec.)

APPENDIX A
TABLE VI

1996-97 OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION ENROLLMENT BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
04.0501	NA	NA	110	110
20.0202	577	76	NA	653
20.0203	NA	11,407	2,060	13,467
20.0204	NA	NA	NA	0
20.0303	47	NA	NA	47
20.0304	NA	NA	NA	0
20.0305	11	NA	NA	11
20.0306	42	NA	48	90
20.0309	71	NA	NA	71
20.0401	7	112	NA	119
20.0404	NA	151	349	500
20.0406	NA	NA	NA	0
20.0408	NA	NA	NA	0
20.0501	NA	177	NA	177
20.0504	NA	NA	NA	0
20.0601	11	NA	132	143
20.0604	**21	460	NA	481
20.9999	*126	NA	518	644
TOTALS	913	12,383	3,217	16,513

* From COE (126 Sec.)

** From T & I (21 Sec.)

APPENDIX A
TABLE VII

1996-97 FAMILY AND CONSUMER SCIENCES BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
20.0101	8,424	NA	NA	8,424
20.0102	12,043	43	NA	12,086
20.0103	3,422	107	NA	3,529
20.0104	3,685	NA	NA	3,685
20.0106	5,462	NA	NA	5,462
20.0107	8,424	322	NA	8,746
20.0108	17,045	125	NA	17,170
20.0109	395	NA	NA	395
20.0110	2,698	38	NA	2,736
20.0199	4,212	NA	NA	4,212
20.9999	0	NA	NA	0
TOTALS	65,810	635	NA	66,445

APPENDIX A
TABLE VIII

1996-97 INDUSTRIAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
06.2001	NA	NA	NA	0
06.2003	NA	5,031	NA	5,031
10.0100	NA	NA	NA	0
10.0101	NA	NA	NA	0
10.0104	4	NA	140	144
12.0101	NA	NA	NA	0
12.0403	213	38	NA	251
12.0499	NA	NA	NA	0
12.0503	717	144	81	942
15.0101	NA	NA	82	82
15.0201	NA	14	333	347
15.0302	NA	NA	NA	0
15.0303	NA	NA	1,352	1,352
15.0304	NA	NA	NA	0
15.0401	NA	NA	10	10
15.0402	151	10	29	190
15.0403	NA	NA	32	32
15.0404	NA	NA	NA	0
15.0405	NA	NA	NA	0
15.0501	NA	NA	368	368
15.0506	NA	NA	30	30
15.0603	50	15	523	588
15.0604	NA	NA	NA	0
15.0607	NA	NA	NA	0
15.0611	NA	NA	NA	0
15.0699	NA	11,817	NA	11,817

INDUSTRIAL EDUCATION ENROLLMENTS (CONTINUED)

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
15.0701	NA	437	47	484
15.0702	NA	12,222	472	12,694
15.0803	NA	NA	495	495
15.0805	NA	NA	3	3
15.1001	NA	NA	254	254
15.1102	NA	NA	69	69
15.1103	NA	20	NA	20
41.0301	6	NA	289	295
42.0901	NA	NA	NA	0
43.0107	15	NA	3,701	3,716
43.0201	96	NA	282	378
43.0203	NA	45	129	174
46.0101	67	260	NA	327
46.0201	2,053	3,424	86	5,563
46.0301	54	133	5	192
46.0302	172	1,787	106	2,065
46.0401	238	43	NA	281
46.0408	NA	765	NA	765
46.0499	NA	NA	298	298
46.0501	33	1,880	40	1,953
* 46.9999	1,268	2,129	NA	3,397
47.0101	947	709	145	1,801
47.0102	NA	NA	NA	0
47.0103	24	NA	3	27
47.0104	NA	NA	NA	0
47.0105	146	NA	NA	146
47.0106	NA	NA	NA	0
47.0201	432	923	NA	1,355
47.0302	NA	22	NA	22
47.0303	43	23	NA	66
47.0304	NA	NA	NA	0

INDUSTRIAL EDUCATION ENROLLMENTS (CONTINUED)

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
47.0399	NA	12	3	15
47.0501	NA	24	NA	24
47.0603	1,496	425	71	1,992
47.0604	2,258	431	162	2,851
47.0605	178	35	NA	213
47.0606	243	302	NA	545
47.0607	22	NA	13	35
47.0608	NA	32	NA	32
47.0609	NA	NA	94	94
47.0611	NA	NA	NA	0
47.0699	83	NA	NA	83
48.0101	847	384	1,294	2,525
48.0199	NA	80	NA	80
48.0201	779	NA	179	958
48.0212	NA	NA	NA	0
48.0299	NA	13	NA	13
48.0303	NA	NA	NA	0
48.0399	NA	NA	NA	0
48.0501	456	412	698	1,566
48.0503	NA	NA	NA	0
48.0506	NA	841	33	874
48.0507	NA	86	NA	86
48.0508	1,031	1,512	197	2,740
48.0599	69	NA	NA	69
48.0703	42	32	11	85
49.0101	NA	NA	NA	0
49.0104	NA	NA	61	61
49.0106	NA	NA	NA	0
49.0202	NA	673	NA	673
49.0205	NA	103	102	205
49.0306	56	35	NA	91

INDUSTRIAL EDUCATION ENROLLMENTS (CONTINUED)

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
50.0201	22	NA	NA	22
50.0402	171	NA	1,159	1,330
50.0404	NA	NA	33	33
50.0406	NA	10	157	167
TOTALS	14,482	47,333	13,671	75,486

* From COE (178 Sec.)

* From T & I Coop (888 Sec.)

APPENDIX A
TABLE IX

1996-97 STUDENTS RECEIVING SPECIAL NEEDS SERVICES

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
99.0100	959	NA	NA	959
99.0103	NA	148	NA	148
99.0106	NA	NA	NA	NA
99.0301	NA	NA	NA	NA
99.0302	4,329	NA	NA	4,329
99.0303	1,919	880	NA	2,799
99.0400	NA	NA	NA	0
TOTALS	7,207	1,028	NA	8,235

APPENDIX A
TABLE X

1996-97 INDIVIDUALS RECEIVING SINGLE PARENT/ DISPLACED HOMEMAKER AND GENDER BIAS SERVICES

	SECONDARY	ADULT	POST SECONDARY	TOTAL
Single Parent/ Displaced Homemaker (Enrolled)	84	825	1,625	2,534
Single Parent/ Displaced Homemaker (Services Only)	273	1,717	1,484	3,474
Gender Bias (Enrolled)	557	224	417	1,198
Gender Bias (Services Only)	5,040	324	918	6,282
TOTALS	5,954	3,090	4,444	13,488

APPENDIX A
TABLE XI

1996-97 TECH PREP EDUCATION CONSORTIA ENROLLMENT

Secondary....all grades/areas Program Area	Gender		Race					Special Populations		
	M	F	B	W	H	A	I	H	D	N
Agricultural Education	4827	2503	475	6639	34	60	11	366	1295	535
Business Education	5820	8306	1464	12337	126	176	18	527	1824	111
Family & Cons. Science Ed.	2887	7138	816	8726	85	96	57	641	1633	1015
Health Occupations Education	257	819	56	981	4	1	2	95	203	38
Industrial/Technical Education	8444	2419	1698	9467	66	347	32	1121	2301	356
Marketing Education	1127	1253	125	2157	18	10	5	74	285	3
Applied Academic Courses	13813	11994	2853	22100	277	609	64	963	3249	333
Other Prep. Programs/Courses	1356	1144	414	1999	8	8	5	302	282	2

Postsecondary....all grades/ areas Program Area	Gender		Race					Special Populations		
	M	F	B	W	H	A	I	H	D	N
Agricultural Education	140	78	16	200	0	0	2	0	70	8
Business Education	270	666	8	900	7	4	8	17	211	181
Family & Cons. Science Ed.	10	129	16	116	4	2	1	0	29	9
Health Occupations Education	52	376	13	405	1	2	7	2	96	37
Industrial/Technical Education	988	167	14	1106	12	10	7	43	433	125
Marketing Education	173	175	11	321	6	3	1	2	56	130
Other Prep. Programs/Courses	106	29	2	121	2	0	2	0	0	2

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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1996

04 - SECONDARY

CIP CODE (COURSE)	EXIT	EMPL REL	% EMPL REL	EMPL NOT	% EMPL NOT	CONT EDUC REL	CONT EDUC REL%	CONT EDUC NOT	CONT EDUC NOT%	NOT EMPL	% NOT EMPL	NOT AVAIL	% NOT AVAIL	STAT UNKN	% STAT UNKN	MI TRY REL	% MI TRY REL	MI TRY NOT	% MI TY NOT
00.0000 COE	856	314	36.7	108	12.6	170	19.9	126	14.7	40	4.7	9	1.1	57	6.7	19	2.2	13	1.4
01.0101 AG MGMT	538	123	22.9	57	10.6	210	39.0	105	19.5	9	1.7	6	1.1	8	1.5	8	1.5	12	2.2
01.0201 AG MECH	1611	659	40.9	212	13.2	388	24.1	173	10.7	42	2.6	30	1.9	46	2.9	33	2.0	28	1.7
01.0301 AG PROD	453	152	33.6	66	14.6	132	29.1	62	13.7	11	2.4	4	.9	18	4.0	4	.9	4	.8
01.0401 AG PROT	50	7	14.0	7	14.0	17	34.0	16	32.0	1	2.0	1	2.0	0	.0	0	.0	1	2.0
01.0501 AG SUPP	250	65	26.0	27	10.8	96	38.4	41	16.4	6	2.4	0	.0	7	2.8	5	2.0	3	1.2
01.0601 HORTICU	983	198	20.1	226	23.0	206	21.0	232	23.6	37	3.8	15	1.5	43	4.4	2	.2	24	2.4
01.9999 AG OTHE	65	18	27.7	9	13.8	25	38.5	10	15.4	0	.0	0	.0	2	3.1	0	.0	1	1.5
02.0101 AG SCIE	419	93	22.2	81	19.3	88	21.0	76	18.1	22	5.3	19	4.5	23	5.5	2	.5	15	3.6
03.0101 AG RESO	313	84	26.9	69	22.0	75	24.0	43	13.7	9	2.9	2	.6	16	5.1	3	1.0	12	3.8
03.0401 FORESTR	110	25	22.8	20	18.2	33	30.0	16	14.5	3	2.7	2	1.8	2	1.8	3	2.7	6	5.5
08.0000 MKTING	4832	1722	35.7	426	8.8	1095	22.7	760	15.7	161	3.3	128	2.6	378	7.8	62	1.3	100	2.1
10.0104 RTV TC	7	0	.0	4	57.1	0	.0	1	14.3	1	14.3	0	.0	0	.0	0	.0	1	14.3
12.0403 COSMETO	76	29	38.2	15	19.7	4	5.3	16	21.1	9	11.8	3	3.9	0	.0	0	.0	0	.0
12.0503 CUL ART	414	197	47.6	62	15.0	20	4.8	54	13.0	22	5.3	26	6.3	17	4.1	9	2.2	7	1.7
15.0402 COMA TC	20	5	25.0	3	15.0	9	45.0	3	15.0	0	.0	0	.0	0	.0	0	.0	0	.0
15.0603 INMANTC	13	2	15.4	5	38.5	2	15.4	2	15.4	0	.0	0	.0	0	.0	1	7.7	1	7.6
20.0202 CC PROV	282	68	24.1	71	25.2	73	25.9	29	10.3	16	5.7	10	3.5	14	5.0	0	.0	1	.3
20.0303 CGA WKR	39	2	5.2	10	25.6	4	10.3	8	20.5	8	20.5	0	.0	2	5.1	0	.0	5	12.8
20.0306 FSFAB C	11	0	.0	6	54.5	0	.0	1	9.1	0	.0	1	9.1	3	27.3	0	.0	0	.0
20.0309 DRYLAUN	5	0	.0	0	.0	1	20.0	0	.0	0	.0	1	20.0	3	60.0	0	.0	0	.0
20.0401 INFOGEN	8	1	12.5	1	12.5	5	62.5	1	12.5	0	.0	0	.0	0	.0	0	.0	0	.0
20.0604 CUSTCAR	12	3	25.0	2	16.7	2	16.7	1	8.3	1	8.3	0	.0	3	25.0	0	.0	0	.0
41.0301 CHEM TC	5	0	.0	0	.0	4	80.0	1	20.0	0	.0	0	.0	0	.0	0	.0	0	.0
43.0107 LAW ENF	8	0	.0	0	.0	3	37.5	0	.0	3	37.5	0	.0	0	.0	2	25.0	0	.0
43.0201 FIRE TC	44	8	18.2	15	34.1	12	27.3	5	11.4	2	4.5	0	.0	0	.0	2	4.5	0	.0
46.0000 T AND I	775	392	50.7	60	7.7	141	18.2	70	9.0	21	2.7	8	1.0	46	5.9	19	2.5	18	2.3
46.0101 MASONRY	32	10	31.3	11	34.4	0	.0	3	9.4	2	6.3	1	3.1	0	.0	1	3.1	4	12.4
46.0201 CARPENT	981	413	42.2	280	28.5	74	7.5	69	7.0	42	4.3	20	2.0	31	3.2	13	1.3	39	4.0
46.0301 ELC T G	25	16	64.0	0	.0	4	16.0	2	8.0	1	4.0	0	.0	0	.0	1	4.0	1	4.0
46.0302 ELECTRN	39	16	41.0	8	20.5	7	17.9	1	2.6	3	7.7	0	.0	1	2.6	3	7.7	0	.0
46.0401 BLDG MA	110	26	23.7	34	30.9	16	14.5	11	10.0	8	7.3	7	6.4	5	4.5	2	1.8	1	.9
46.0501 PLUMBER	16	5	31.3	4	25.0	3	18.8	1	6.3	0	.0	1	6.3	2	12.3	0	.0	0	.0
46.9999 CON T O	107	26	24.4	41	38.3	6	5.6	15	14.0	9	8.4	1	.9	6	5.6	1	.9	2	1.9
47.0101 EL EN G	450	86	19.1	121	26.9	114	25.3	43	9.6	25	5.6	16	3.6	9	2.0	27	6.0	9	1.9
47.0103 C S INS	15	12	80.0	3	20.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0105 IND ELC	139	18	13.0	35	25.2	40	28.8	15	10.8	7	5.0	2	1.4	7	5.0	9	6.5	6	4.3
47.0201 H AC RE	286	102	35.8	98	34.3	32	11.2	17	5.9	19	6.6	5	1.7	5	1.7	6	2.1	2	.7
47.0303 IN MA R	31	13	41.9	11	35.5	4	12.9	0	.0	2	6.5	1	3.2	0	.0	0	.0	0	.0
47.0603 A BOD R	742	226	30.5	292	39.4	67	9.0	53	7.1	33	4.4	15	2.0	19	2.6	14	1.9	23	3.1
47.0604 AU MECH	1303	349	26.8	429	32.9	195	15.0	118	9.1	73	5.6	22	1.7	42	3.2	45	3.5	30	2.2
47.0605 DIESL M	109	45	41.3	29	26.6	9	8.3	6	5.5	13	11.9	1	.9	3	2.8	3	2.7	0	.0
47.0606 SM EN R	128	29	22.7	58	45.3	6	4.7	11	8.6	10	7.8	3	2.3	8	6.3	1	.8	2	1.5
47.0607 A M T A	14	1	7.2	4	28.6	1	7.1	1	7.1	0	.0	0	.0	2	14.3	5	35.7	0	.0
47.0608 A M T P	4	0	.0	3	75.0	0	.0	1	25.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0699 VEHMEOT	11	4	36.4	5	45.5	0	.0	0	.0	1	9.1	0	.0	1	9.0	0	.0	0	.0
48.0101 DRAFT G	403	40	10.0	123	30.5	131	32.5	56	13.9	20	5.0	3	.7	10	2.5	7	1.7	13	3.2
48.0201 GR PR G	372	55	14.8	138	37.1	53	14.2	48	12.9	36	9.7	20	5.4	9	2.4	5	1.3	8	2.2

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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1996

04 - SECONDARY

CIP CODE (COURSE)	EXIT	EMPL REL	% EMPL REL	EMPL NOT	% EMPL NOT	CONT EDUC REL	CONT EDUC REL%	CONT EDUC NOT	CONT EDUC NOT%	NOT EMPL	% NOT EMPL	NOT AVAIL	% NOT AVAIL	STAT UNKN	% STAT UNKN	MILTRY REL	% MILTRY REL	MILTRY NOT	% MILTY NOT
48.0501 MACH TC	231	83	35.9	78	33.8	30	13.0	13	5.6	5	2.2	8	3.5	4	1.7	6	2.6	4	1.7
48.0508 WELDING	480	185	38.5	158	32.9	49	10.2	41	8.5	20	4.2	7	1.5	6	1.3	10	2.1	4	.8
48.0599 MET FAB	27	5	18.6	9	33.3	1	3.7	2	7.4	1	3.7	1	3.7	6	22.2	2	7.4	0	.0
48.0703 CAB MIL	27	12	44.5	4	14.8	7	25.9	4	14.8	0	.0	0	.0	0	.0	0	.0	0	.0
49.0306 MARI MA	35	17	48.6	8	22.9	5	14.3	0	.0	3	8.6	1	2.9	0	.0	1	2.7	0	.0
50.0201 CRAFTS	11	0	.0	5	45.5	3	27.3	1	9.1	0	.0	0	.0	1	9.1	0	.0	1	9.0
50.0402 COM ART	123	11	9.0	54	43.9	34	27.6	5	4.1	10	8.1	2	1.6	2	1.6	0	.0	5	4.1
51.0601 DENT AS	16	3	18.8	3	18.8	6	37.5	2	12.5	0	.0	0	.0	2	12.4	0	.0	0	.0
51.0801 MED AS	10	0	.0	3	30.0	3	30.0	2	20.0	0	.0	0	.0	1	10.0	1	10.0	0	.0
51.2601 HLTH AI	1511	379	25.1	279	18.5	521	34.5	88	5.8	107	7.1	64	4.2	56	3.7	9	.6	8	.5
52.0302 ACCOUNT	634	96	15.2	103	16.2	225	35.5	137	21.6	21	3.3	9	1.4	31	4.9	4	.6	8	1.3
52.0407 DATA EN	876	122	13.9	119	13.6	291	33.2	173	19.7	28	3.2	25	2.9	97	11.1	8	.9	13	1.5
52.0408 GEN OFF	3730	965	25.9	597	16.0	1026	27.5	628	16.8	179	4.8	112	3.0	138	3.7	55	1.5	30	.8
52.0803 BANKING	20	5	25.0	3	15.0	8	40.0	0	.0	3	15.0	1	5.0	0	.0	0	.0	0	.0
52.1202 PROGRAM	153	30	19.6	36	23.5	60	39.2	12	7.8	7	4.6	1	.7	3	2.0	2	1.3	2	1.3
52.1205 COMPUTE	243	58	23.9	40	16.5	89	36.6	15	6.2	17	7.0	6	2.5	9	3.7	8	3.3	1	.3
52.1299 BUINFOT	55	3	.0	14	.0	23	.0	10	.0	3	.0	1	.0	1	.0	0	.0	0	.0
SECONDARY CIP TOT	25698	7633	29.8	4802	18.7	5958	23.2	3456	13.4	1132	4.4	621	2.4	1205	4.7	423	1.6	468	1.8

VER03 04/29/97

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1996

07 - POST SEC.

CIP CODE (COURSE)	EXIT	EMPL REL	% EMPL REL	EMPL NOT	% EMPL NOT	CONT EDUC REL	CONT EDUC REL%	CONT EDUC NOT	CONT EDUC NOT%	NOT EMPL	% NOT EMPL	NOT AVAIL	% NOT AVAIL	STAT UNKN	% STAT UNKN	MI TRY REL	% MI TRY REL	MI TRY NOT	% MI TY NOT
01.0101 AG MGMT	21	9	42.9	6	28.6	5	23.8	0	.0	0	.0	0	.0	1	4.7	0	.0	0	.0
01.0301 AG PROD	20	16	80.0	1	5.0	0	.0	0	.0	0	.0	2	10.0	1	5.0	0	.0	0	.0
01.0401 AG PROT	1	0	.0	0	.0	1	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
01.0601 HORTICU	32	20	62.5	5	15.6	2	6.3	0	.0	1	3.1	0	.0	4	12.5	0	.0	0	.0
04.0501 INT ARC	19	11	57.9	1	5.3	5	26.3	1	5.3	0	.0	0	.0	1	5.2	0	.0	0	.0
08.0000 MKTING	247	150	60.8	34	13.8	10	4.0	7	2.8	7	2.8	8	3.2	31	12.6	0	.0	0	.0
10.0104 RTV TC	8	3	37.5	2	25.0	2	25.0	0	.0	0	.0	0	.0	1	12.5	0	.0	0	.0
12.0301 FU SERV	16	9	56.3	0	.0	0	.0	0	.0	0	.0	0	.0	7	43.7	0	.0	0	.0
12.0503 CUL ART	4	3	75.0	1	25.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
15.0101 ARCH TC	6	5	83.3	1	16.7	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
15.0201 CVLENTC	13	5	38.5	1	7.7	3	23.1	0	.0	2	15.4	1	7.7	1	7.6	0	.0	0	.0
15.0303 ELEC TC	189	123	65.1	19	10.1	23	12.2	1	.5	2	1.1	5	2.6	16	8.4	0	.0	0	.0
15.0401 BI EN T	14	3	21.4	2	14.3	0	.0	0	.0	0	.0	0	.0	9	64.3	0	.0	0	.0
15.0402 COMA TC	1	0	.0	0	.0	1	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
15.0403 ELMECTC	3	1	33.3	0	.0	0	.0	0	.0	0	.0	0	.0	2	66.7	0	.0	0	.0
15.0501 H AR TC	24	19	79.2	3	12.5	0	.0	0	.0	1	4.2	1	4.1	0	.0	0	.0	0	.0
15.0506 WST W T	2	2	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
15.0603 INMANTC	44	27	61.4	10	22.7	4	9.1	0	.0	0	.0	0	.0	3	6.8	0	.0	0	.0
15.0701 OCSA TC	22	14	63.7	5	22.7	2	9.1	0	.0	0	.0	0	.0	0	.0	1	4.5	0	.0
15.0702 QU C TC	27	8	29.6	1	3.7	1	3.7	0	.0	0	.0	0	.0	17	63.0	0	.0	0	.0
15.0803 AUTO TC	90	64	71.1	7	7.8	11	12.2	0	.0	1	1.1	1	1.1	6	6.7	0	.0	0	.0
15.1001 CONTECH	12	8	66.7	4	33.3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
15.1102 SURVEY	2	0	.0	1	50.0	0	.0	0	.0	0	.0	0	.0	1	50.0	0	.0	0	.0
20.0203 CC MANG	113	77	68.1	9	8.0	10	8.8	1	.9	0	.0	3	2.7	13	11.5	0	.0	0	.0
20.0306 FSFAB C	8	4	50.0	0	.0	1	12.5	1	12.5	0	.0	0	.0	2	25.0	0	.0	0	.0
20.0401 INFOGEN	4	4	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
20.0404 DIET AS	3	1	33.4	1	33.3	0	.0	0	.0	1	33.3	0	.0	0	.0	0	.0	0	.0
20.9999 VOHE OT	75	22	29.3	14	18.7	17	22.7	2	2.7	5	6.7	1	1.3	14	18.6	0	.0	0	.0
41.0301 CHEM TC	13	10	76.9	0	.0	1	7.7	1	7.7	0	.0	1	7.7	0	.0	0	.0	0	.0
43.0107 LAW ENF	446	184	41.3	82	18.4	48	10.8	12	2.7	12	2.7	5	1.1	99	22.2	3	.7	1	.1
43.0201 FIRE TC	29	23	79.4	1	3.4	0	.0	0	.0	0	.0	0	.0	5	17.2	0	.0	0	.0
43.0203 FIRESCI	6	4	66.7	1	16.7	1	16.6	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0101 EL EN G	4	3	75.0	0	.0	1	25.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0103 C S INS	49	39	79.6	6	12.2	0	.0	0	.0	0	.0	0	.0	4	8.2	0	.0	0	.0
47.0201 H AC RE	26	16	61.7	5	19.2	3	11.5	0	.0	1	3.8	0	.0	1	3.8	0	.0	0	.0
47.0603 A BOD R	1	1	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0604 AU MECH	6	6	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0607 A M T A	7	4	57.1	2	28.6	1	14.3	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0609 AVIATIO	16	12	75.0	1	6.3	2	12.5	0	.0	0	.0	0	.0	1	6.2	0	.0	0	.0
48.0101 DRAFT G	80	46	57.5	16	20.0	10	12.5	0	.0	1	1.3	3	3.8	4	4.9	0	.0	0	.0
48.0201 GR PR G	17	11	64.7	1	5.9	4	23.5	0	.0	1	5.9	0	.0	0	.0	0	.0	0	.0
48.0501 MACH TC	24	17	70.8	1	4.2	2	8.3	0	.0	2	8.3	0	.0	1	4.2	1	4.2	0	.0
48.0508 WELDING	4	4	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
49.0205 VEH OPR	250	250	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
50.0402 COM ART	72	30	41.7	15	20.8	11	15.3	1	1.4	1	1.4	1	1.4	13	18.0	0	.0	0	.0
50.0404 IND DES	4	3	75.0	0	.0	1	25.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
50.0406 COM PHO	2	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	2	100.0	0	.0	0	.0
51.0205 S.LANG	10	5	50.0	0	.0	1	10.0	0	.0	1	10.0	0	.0	3	30.0	0	.0	0	.0

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VER01     04/29/97              MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
                                         VOCATIONAL EDUCATION FOLLOW-UP                                          PAGE 004
                                SUMMARY OF  FOLLOW-UP BY TYPE AND CIP CODE 1996

07 - POST SEC.

                                     %           %  CONT  CONT  CONT  CONT           %           %           %           %           %
  CIP CODE                  EMPL  EMPL  EMPL  EMPL  EDUC  EDUC  EDUC  EDUC   NOT   NOT   NOT   NOT  STAT  STAT MLTRY MLTRY MLTRY  MLTY
  (COURSE)            EXIT   REL   REL   NOT   NOT   REL  REL%   NOT  NOT%  EMPL  EMPL AVAIL AVAIL  UNKN  UNKN   REL   REL   NOT   NOT

51.0601 DENT AS         55    39  70.9     4   7.3     0    .0     2   3.6     0    .0     1   1.8     9  16.4     0    .0     0    .0
51.0602 DENT HY         49    32  65.3     0    .0     0    .0     0    .0     0    .0     1   2.0    16  32.7     0    .0     0    .0
51.0707 MR TECH         63    39  62.0     4   6.3     3   4.8     1   1.6     4   6.3     0    .0    12  19.0     0    .0     0    .0
51.0803 OCTH AS         53    45  84.9     0    .0     0    .0     0    .0     3   5.7     1   1.9     4   7.5     0    .0     0    .0
51.0806 PHTH AS         58    54  93.1     0    .0     0    .0     0    .0     1   1.7     0    .0     3   5.2     0    .0     0    .0
51.0808 VETASST         18    17  94.4     0    .0     1   5.6     0    .0     0    .0     0    .0     0    .0     0    .0     0    .0
51.0904 EM TECH         36    21  58.3     6  16.7     3   8.3     0    .0     1   2.8     0    .0     5  13.9     0    .0     0    .0
51.0907 MRAD TC         64    41  64.1     1   1.6     2   3.1     0    .0     1   1.6     0    .0    19  29.6     0    .0     0    .0
51.0908 RSTH TC         36    33  91.7     0    .0     1   2.8     0    .0     2   5.5     0    .0     0    .0     0    .0     0    .0
51.0909 SURG TC         55    37  67.3    10  18.2     1   1.8     1   1.8     3   5.5     0    .0     3   5.4     0    .0     0    .0
51.0910 DGMEDSO         16    15  93.8     0    .0     0    .0     0    .0     0    .0     0    .0     1   6.2     0    .0     0    .0
51.1004 MLAB TC         57    33  57.9     2   3.5     5   8.8     0    .0     3   5.3     0    .0    14  24.5     0    .0     0    .0
51.1601 REG NUR        847   702  82.9    21   2.5    12   1.4     1    .1    26   3.1    13   1.5    72   8.5     0    .0     0    .0
51.1613 PRC NUR        357   234  65.6     5   1.4    64  17.9     5   1.4     9   2.5     4   1.1    35   9.8     1    .3     0    .0
51.9999 HLRELOT         31    18  58.1     2   6.5     1   3.2     0    .0     0    .0     0    .0    10  32.2     0    .0     0    .0
52.0201 BUS MAN        107    55  51.4    15  14.0    16  15.0     1    .9     2   1.9     2   1.9    16  14.9     0    .0     0    .0
52.0204 OFF SUP         10     9  90.0     0    .0     0    .0     0    .0     1  10.0     0    .0     0    .0     0    .0     0    .0
52.0302 ACCOUNT         91    65  71.4     9   9.9     7   7.7     0    .0     5   5.5     1   1.1     4   4.4     0    .0     0    .0
52.0401 SECRETA        134   104  77.6     8   6.0     4   3.0     1    .7     4   3.0     3   2.2    10   7.5     0    .0     0    .0
52.0403 LEG SEC        132    72  54.5    29  22.0     9   6.8     3   2.3     3   2.3     3   2.3    13   9.8     0    .0     0    .0
52.0404 MED SEC         66    43  65.2    13  19.7     5   7.6     1   1.5     2   3.0     1   1.5     1   1.5     0    .0     0    .0
52.0408 GEN OFF         90    58  64.4     9  10.0    10  11.1     1   1.1     1   1.1     5   5.6     6   6.7     0    .0     0    .0
52.1202 PROGRAM         84    55  65.5     9  10.7     9  10.7     1   1.2     4   4.8     0    .0     6   7.1     0    .0     0    .0
52.1203 SYS ANA          7     7 100.0     0    .0     0    .0     0    .0     0    .0     0    .0     0    .0     0    .0     0    .0
52.1205 COMPUTE         60    36  60.0    12  20.0     5   8.3     0    .0     4   6.7     0    .0     3   5.0     0    .0     0    .0
52.1299 BUINFOT         32    25    .0     0    .0     2    .0     0    .0     0    .0     2    .0     3    .0     0    .0     0    .0

POST SEC. CIP TOT     4694  3165  67.5   418   8.9   344   7.3    45   1.0   118   2.5    69   1.5   528  11.2     6    .1     1    .0
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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE 1996

10 - ADULT

CIP CODE (COURSE)	EXIT	EMPL REL	% EMPL REL	EMPL NOT	% EMPL NOT	CONT EDUC REL	CONT EDUC REL%	CONT EDUC NOT	CONT EDUC NOT%	NOT EMPL	% NOT EMPL	NOT AVAIL	% NOT AVAIL	STAT UNKN	% STAT UNKN	MLTRY REL	% MLTRY REL	MLTRY NOT	% MLTY NOT
01.0201 AG MECH	22	12	54.6	1	4.5	8	36.4	0	.0	1	4.5	0	.0	0	.0	0	.0	0	.0
01.0601 HORTICU	5	4	80.0	0	.0	1	20.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
12.0403 COSMETO	50	38	76.0	4	8.0	1	2.0	1	2.0	1	2.0	4	8.0	1	2.0	0	.0	0	.0
15.0201 CVLENIC	7	0	.0	2	28.6	4	57.1	1	14.3	0	.0	0	.0	0	.0	0	.0	0	.0
46.0301 ELC T G	17	15	88.2	0	.0	1	5.9	0	.0	1	5.9	0	.0	0	.0	0	.0	0	.0
47.0101 EL EN G	55	20	36.4	11	20.0	18	32.7	3	5.5	1	1.8	0	.0	0	.0	2	3.6	0	.0
47.0201 H AC RE	52	39	75.0	4	7.7	4	7.7	0	.0	1	1.9	1	1.9	3	5.8	0	.0	0	.0
47.0302 HE MAIN	24	20	83.3	0	.0	3	12.5	0	.0	1	4.2	0	.0	0	.0	0	.0	0	.0
47.0399 IN E MA	6	2	33.3	0	.0	0	.0	0	.0	1	16.7	2	33.3	1	16.7	0	.0	0	.0
47.0603 A BOD R	21	15	71.4	6	28.6	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
47.0604 AU MECH	64	45	70.3	4	6.3	12	18.8	0	.0	1	1.6	2	3.0	0	.0	0	.0	0	.0
47.0605 DIESL M	30	12	40.0	6	20.0	2	6.7	2	6.7	1	3.3	1	3.3	3	10.0	1	3.3	2	6.7
47.0608 A M T P	11	9	81.8	1	9.1	0	.0	0	.0	0	.0	0	.0	0	.0	1	9.1	0	.0
48.0101 DRAFT G	27	21	77.8	3	11.1	3	11.1	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
48.0501 MACH TC	25	14	56.0	3	12.0	7	28.0	0	.0	0	.0	1	4.0	0	.0	0	.0	0	.0
48.0703 CAB MIL	13	4	30.8	4	30.8	5	38.4	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
49.0202 CD EQ O	27	23	85.2	4	14.8	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
51.0601 DENT AS	13	7	53.8	5	38.5	0	.0	0	.0	0	.0	1	7.7	0	.0	0	.0	0	.0
51.0707 MR TECH	24	10	41.7	9	37.5	1	4.2	0	.0	4	16.6	0	.0	0	.0	0	.0	0	.0
51.0801 MED AS	9	3	33.4	1	11.1	3	33.3	0	.0	0	.0	2	22.2	0	.0	0	.0	0	.0
51.0904 EM TECH	44	30	68.2	2	4.5	8	18.2	1	2.3	0	.0	2	4.5	0	.0	1	2.3	0	.0
51.0907 MRAD TC	50	23	46.0	2	4.0	25	50.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
51.0908 RSTH TC	71	48	67.6	9	12.7	9	12.7	0	.0	2	2.8	1	1.4	2	2.8	0	.0	0	.0
51.0909 SURG TC	31	19	61.3	7	22.6	0	.0	0	.0	0	.0	1	3.2	4	12.9	0	.0	0	.0
51.1601 REG NUR	28	28	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
51.1613 PRC NUR	910	691	76.0	55	6.0	72	7.9	1	.1	20	2.2	21	2.3	47	5.2	3	.3	0	.0
52.0302 ACCOUNT	9	9	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
52.0404 MED SEC	17	10	58.8	3	17.6	2	11.8	0	.0	1	5.9	1	5.9	0	.0	0	.0	0	.0
52.0408 GEN OFF	230	124	53.9	40	17.4	30	13.0	11	4.8	8	3.5	16	7.0	0	.0	0	.0	1	.4
52.1202 PROGRAM	8	6	75.0	2	25.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
52.1205 COMPUTE	40	26	.0	3	.0	1	.0	0	.0	1	.0	4	.0	5	.0	0	.0	0	.0
ADULT CIP TOT	1940	1327	68.5	191	9.8	220	11.3	20	1.0	45	2.3	60	3.1	66	3.4	8	.4	3	.2

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VER03     04/29/97          MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
                                         VOCATIONAL EDUCATION FOLLOW-UP                                          PAGE 006
                                  SUMMARY OF  FOLLOW-UP BY TYPE AND CIP CODE 1996


                                    %          %   CONT CONT  CONT CONT        %          %         %          %          %
        CIP CODE              EMPL EMPL EMPL  EMPL EDUC EDUC  EDUC EDUC  NOT  NOT   NOT  NOT  STAT STAT MLTRY MLTRY MLTRY MLTY
        (COURSE)        EXIT   REL  REL  NOT   NOT  REL REL%   NOT NOT%  EMPL EMPL AVAIL AVAIL UNKN UNKN  REL   REL   NOT  NOT

    STATE TOTAL        32332 12125 37.5 5411 16.7 6522 20.2  3521 10.9  1295  4.0   750  2.3  1799  5.6   437   1.4   472  1.4
  NOT 04-12 TYPE 0000
```

Data obtained from VEDS VER03.

APPENDIX C

MISSOURI
PERFORMANCE STANDARDS AND MEASURES FOR VOCATIONAL EDUCATION

MEASURE: **ACADEMIC ATTAINMENT**
(Mastery rate of basic and advanced academic skills in mathematics, English/communications, science and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: I.1 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.**

A. **Secondary students will demonstrate mastery of seventy percent (70%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.**

B. **Postsecondary students will demonstrate mastery of seventy percent (70%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.**

ADJUSTMENTS:

- Secondary students with disabilities whose academic education experiences are modified by an individualized education plan (IEP) should not be included in the attainment calculation. Academic skill attainment for students with disabilities whose IEP committee has exempted them from taking the MMAT will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.
- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the attainment calculation.
- Postsecondary students who transfer from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the attainment calculation.

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MEASURE: ACADEMIC GAIN

(Rate of gain in basic and advanced academic skills in mathematics. English/communications. science. and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: I.2 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.**

A. The normal curve equivalent (NCE) change for secondary students between the 10th grade and the 12th grade on the 10th grade Missouri Mastery and Achievement Test will be equal to or greater than zero.

B. The Normal curve equivalent (NCE) change for postsecondary students between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument will be equal to or greater than zero.

ADJUSTMENTS:

- Secondary students with disabilities whose academic educational experiences are modified by an individualized education plan (IEP) should not be included in the gain calculation. Academic skill gain for students with disabilities whose IEP committee has exempted them for taking the MMAT will be assessed by the change in attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.
- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the gain calculation.
- Postsecondary students who transferred from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the gain calculation.

MEASURE: OCCUPATIONAL COMPETENCE

(Mastery rate of occupational and employability skills for students enrolled in a Department approved preparatory vocational education program/course.)

STANDARD: I.3 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.**

ADJUSTMENTS:

- Students with disabilities whose occupational education experiences are modified by an individualized educational plan (IEP) should not be included in the attainment calculation. Occupational skill attainment for students with disabilities whose IEP committee has modified their vocational education course of study will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures and criteria identified in each student's IEP.

MEASURE: STUDENT ACCESS

(Participation rate of individuals who are members of special populations groups (students who are economically or educationally disadvantaged, have limited English proficiency, or have disabilities) in Department approved preparatory vocational education programs/courses.)

STANDARD: 1.4 **The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/ courses is equal to or greater than the proportion of their membership in the relevant district/institution population.**

ADJUSTMENTS:

- Districts/institutions which do not attain this proportion must maintain a five percent (5%) annual gain in the proportion of special populations participation in vocational education programs/courses.

MEASURE: PLACEMENT

(Placement rate of vocational education students who have enrolled in Department approved preparatory vocational education programs/courses into employment, further training/education, or military service.)

STANDARD: 1.5 **The rate of placement of students who have enrolled in preparatory vocational education programs/courses into employment, further training/education or military service will be eighty-five percent (85%).**

ADJUSTMENTS:

- This rate may be calculated by district/institution, or by individual vocational education program/course; and annually or an average of the past three years.

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PERFORMANCE STANDARDS AND MEASURES FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

MEASURE: **OCCUPATIONAL COMPETENCE**

(Mastery rate of occupational skills for students enrolled in a Department approved supplemental vocational education program/course.)

STANDARD: II.1 **All vocational education students enrolled in a supplemental vocational education program/ course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES CORRECTIONS PROGRAMS

MEASURE: **PLACEMENT**

(Placement rate of criminal offenders participating in Department approved vocational programs and/or services provided by corrections programs of the Department of Corrections and the Division of Youth Services.)

STANDARD: III.1 **The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.**

ADJUSTMENT:

None.

PERFORMANCE STANDARDS AND MEASURES FOR PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, AND GIRLS/WOMEN AGES 14-25: AND PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

MEASURE: **PARTICIPATION**
(Increase in client participation in Department approved and funded single parent and equity programs.)

STANDARD: IV.1 **A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES FOR COMMUNITY-BASED ORGANIZATION PROGRAMS

MEASURE: **PLACEMENT**
(Placement rate into employment or training for employment of clients participating in programs and/or services provided through Department approved joint projects of community-based organizations and local education agencies.)

STANDARD: V.1 **The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization programs/ services.**

ADJUSTMENTS:

None.

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PERFORMANCE STANDARDS AND MEASURES
FOR CONSUMER AND HOMEMAKING PROGRAMS

MEASURE: STUDENT ACCESS
(Participation rate of students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.1 **The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.**

ADJUSTMENTS:

Local education agencies with a participation rate of ninety-five percent (95%) or greater will not be required to meet the annual increase.

MEASURE: NONTRADITIONAL STUDENT ACCESS
(Participation rate of secondary male students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.2 **The proportion of participation of male secondary students in at least one Department approved consumer and homemaking course will be equal to or greater than forty percent (40%) of the local education agency's (district's) secondary population (grades 9-12).**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES
FOR TECH PREP EDUCATION

MEASURE: RETENTION
(Retention rate of students participating in a Department approved tech-prep education program.)

STANDARD: VII.1 **The annual retention rate of students continuing to participate in a tech prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).**

ADJUSTMENTS:

The retention rate calculation may include those students who are placed into related employment or continued education after the second or third year of the 2 + 2 tech prep education program.

PERFORMANCE STANDARDS AND MEASURES FOR VOCATIONAL EDUCATION VOCATIONAL EDUCATION PREPARATORY PROGRAMS BENEFITING FROM II-C FUNDING

GENERAL RULE

The following vocational education preparatory programs are considered by the Department to have benefited from Title II-C federal vocational education funding and are subject to the Performance Standards and Measures for Vocational Education.

SECONDARY LEVEL

Area Vocational Schools (AVS) and Consortia with AVS

- All occupational training programs at AVS
- Any occupational training programs at consortium comprehensive high schools (CHS) that benefited because of:
  --equipment purchases
  --curriculum purchases, or curriculum development or modification activities expenditures
  --special populations supportive services expenditures at CHS locations for students enrolled in vocational education programs at CHS

Comprehensive High Schools (CHS) and Consortia with CHS

- All occupational training programs at CHS, and all CHS locations if in consortium

POSTSECONDARY LEVEL

Area Vocational Schools (AVS) and Technical College

- All long-term adult occupational training programs (500 instructional hours or over)

Community Colleges and 4-Year Institutions

- All associate degree or certificate vocational/occupational training programs

APPENDIX D
TABLE I

1996-97 FEMALE VOCATIONAL EDUCATION ENROLLMENT BY LEVEL

LEVEL	1996	1997	PERCENT OF CHANGE
Secondary	68,779	70,853	+ 3.0% (+2,074)
Postsecondary	32,059	30,182	- 5.9% (-1,877)
Adult	42,952	44,214	+ 2.9% (+1,262)
TOTAL	143,790	145,249	+ 1.0% (+1,459)

APPENDIX D
TABLE II

1996-97 MALE AND FEMALE ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS BY LEVEL

LEVEL	MALE	FEMALE	TOTAL
Secondary	57,643	70,853	128,496
Postsecondary	23,950	30,182	54,132
Adult	50,481	44,214	94,695
TOTAL	132,074	145,249	277,323
PERCENTAGE	47.6%	52.4%	100.0%

APPENDIX D
TABLE III

FISCAL YEAR 1997
CLIENTS SERVED BY SINGLE PARENT/DISPLACED HOMEMAKER PROGRAMS

LEVEL	ENROLLED	SERVED	(MALE)	(FEMALE)	TOTAL
Secondary	84	273	(37)	(320)	357
Postsecondary	1,625	1,484	(62)	(3,047)	3,109
Adult	825	1,717	(113)	(2,429)	2,542
TOTAL	2,534	3,474	(212)	(5,796)	6,008

APPENDIX D
TABLE IV

FISCAL YEAR 1997 FEDERAL FUNDS EXPENDED FOR SINGLE PARENT AND DISPLACED HOMEMAKERS BY SERVICE CATEGORY

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Outreach and Orientation (Salaries)	$ 745,194	51.9%
Tuition	$ 240,140	16.7%
Child Care	$ 15,968	1.1%
Other (Instructional Materials and Administration)	$ 434,597	30.3%
TOTAL	$1,435,899	100.0%

APPENDIX E

SINGLE PARENT AND DISPLACED HOMEMAKER REGIONAL CENTERS

REGION I -Maryville

Name: **NEW PERSPECTIVES**
Funding Agency: Northwest Missouri Area Vocational School
Maryville, Missouri
Funding Level: $81,000
Contact Person: Shirley Twombly
Number Served: 408
Number Enrolled in Vocational Training: 344

REGION II -Kirksville

Name: **NEW PERSPECTIVES**
Funding Agency: Kirksville Area Vocational-Technical Center
Kirksville, Missouri
Funding Level: $79,000
Contact Person: Sheryl Ferguson
Number Served: 807
Number Enrolled in Vocational Training: 341

REGION III -Platte County

Name: **NEW PERSPECTIVES**
Funding Agency: Northland Career Center
Platte City, Missouri
Funding Level: $82,051
Contact Person: Cheryl Parks Hill
Number Served: 1,142
Number Enrolled in Vocational Training: 256

REGION IV -Rolla

Name: **NEW PERSPECTIVES**
Funding Agency: Rolla Technical Institute
Rolla, Missouri
Funding Level: $82,500
Contact Person: Robert Larivee/Libby Oldham
Number Served: 1,364
Number Enrolled in Vocational Training: 436

REGION V -Park Hills

Name: **CAREER CONNECTION**
Funding Agency: Mineral Area College
Park Hills, Missouri
Funding Level: $88,200
Contact Person: Nancy Wegge
Number Served: 1,223
Number Enrolled in Vocational Training: 764

REGION VI -Springfield

Name: **NEW PERSPECTIVES**
Funding Agency: Ozarks Technical Community College
Springfield, Missouri
Funding Level: $81,505
Contact Person: Karla Gregg
Number Served: 988
Number Enrolled in Vocational Training: 627

REGION VII -Poplar Bluff

Name: **NEW PERSPECTIVES**
Funding Agency: Three Rivers Community College
Poplar Bluff, Missouri
Funding Level: $81,000
Contact Person: Kim Austin Madigan
Number Served: 161
Number Enrolled in Vocational Training: 85

REGION A -Kansas City

Name:	**NEW PERSPECTIVES**
Funding Agency:	Metropolitan Community College District Kansas City, Missouri
Funding Level:	$89,000
Contact Person:	Jack Bitzenburg
Number Served:	977
Number Enrolled in Vocational Training:	382

REGION B -St. Louis

Name:	**CAREERS FOR HOMEMAKERS**
Funding Agency:	St. Louis Community College District St. Louis, Missouri
Funding Level:	$89,000
Contact Person:	Bonita Campbell
Number Served:	1,283
Number Enrolled in Vocational Training:	1,037

APPENDIX F

MODEL SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT INTAKE FORM

FOR OFFICE USE ONLY
Process Code: _____ **Year** _____ **Quarter**
D - Dropped
C - Completed

Placed: __________
R - Related
N - Nonrelated
U -Unemployed

Date: ____________________
Financial Aid Factor: ______________
Fiscal Year __________ **Quarter** ____________

Social Security Number ____________________ Today's Date ____________________

1. Contact Information

First Name ____________________ Last Name ____________________ Other ______________

Street ____

City ____________________ State ____________ Zip __________ County ______________

Home Telephone (   ) ______________ Work Telephone (   ) ______________ Birth Date ______________

Sex (______M ______F) Is participant a welfare work/training program registrant? Yes _________ No ___________

2. Educational Level:
a _____under high school
b _____high school grad/GED
c _____post high school
d _____college graduate
e _____post college
f _____graduate degree
g _____educationally disadvantaged

3. Number/Age of Children
Pregnant? (Y/N) _____
Number of Dependents _____
Number of Children _______
_____ 0 - 2 years
_____ 3 - 5 years
_____ 6 - 12 years
_____ 13 - 18 years
_____ 19 - 21 years
_____ Over 21 years

4. Out of Labor Force: FT PT
a Less than 1 years
b _____ 1 - 5 years
c _____ 6 - 10 years
d _____ Over 10 years
e _____ Never employed
f _____ Currently working

5. Work History FT PT
(in labor force)
a _____ 0 - 1/2 year
b _____ 1/2 - 2 years
c _____ 3 - 5 years
d _____ 6 - 10 years
e _____ 11 - 15 years
f _____ 16 - 20 years
g _____ 21 - 25 years
h _____ 26 - 30 years
i _____ 31 - 35 years
j _____ 36 years/more

6. Occupational Group
a _____ Managerial/Admin
b _____ Professional/Tech
c _____ Sales
d _____ Clerical
e _____ Skilled Trade/Craft
f _____ Operative
g _____ Service Worker
h _____ Not applicable (no work outside home)

7. Gross Family Income
a. _____ 0 - 5,000
b. _____ 5,001 - 7,500
c. _____ 7,501 - 10,000
d. _____ 10,001 - 12,500
e. _____ 12,501 - 15,000
d. _____ 15,001 - 30,000
e. _____ 30,001 - 50,000

8. Race
a. _____ White Non-Hispanic
b. _____ Black Non-Hispanic
c. _____ American Ind/AK Native
d. _____ Hispanic
e. _____ Asian/Pacific Islander
f. _____ Not a U.S. Citizen
g. _____ Other
____

9. Income Source
a _____ Social Security
b _____ AFDC
c _____ Child Support
d _____ Maintenance
e _____ Unemployment
f _____ Disability
g. _____ Wages
h. _____ VA (retirement)
i _____ VA (Education)
j _____ None
k. _____ Other

10. Sources of Client Contact
a _____ Radio or TV
b _____ Newspaper
c _____ Brochures
d _____ Counselor
e _____ Friend
f _____ Other
g _____ No response

Enter person's name or agency name here
____

11. Client Eligible Under
CHOOSE ONLY ONE
a ___ Single Parent
b ___ Displaced Homemaker
c ___ Male Nontraditional
d ___ Female Nontraditional
e ___ Girls & Women 14-25

MARITAL STATUS
___ Married
___ Disabled Spouse
___ Separated
___ Divorced
___ Widowed

12. Needs
a. _____ Career Education
b. _____ Child Care
c. _____ Education
d _____ Financial Aid
e _____ Health
f _____ Housing
g. _____ Job Seeking
h. _____ Legal
i _____ Personal Development
j _____ Transportation
k. _____ Other

13. Action
a. _____ Adult Ed Program
b _____ AFDC
c _____ Counseling
d. _____ Education/Training
e. _____ JTPA
f _____ Legal
g. _____ University
h. _____ Voc. Rehab.
i _____ Vocational Sch
j. _____ Other
k. _____ Community Coll

14. AVTS or Community College ____________________ **15. Regional Center Number:** ______________

I understand that all of the information on this and any other project record is STRICTLY CONFIDENTIAL. Any information which might be used for statistical purposes may contain my name, but will not be released to the general public.

I authorize the project to consult with and release any pertinent data to support services, prospective employers, and/or training personnel on my behalf.

____
Participant's Signature   Date

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16. Work History

List most recent job experience

DATES	OCCUPATION	DUTIES/RESPONSIBILITIES	HOW LONG

17. Volunteer History:

Have you ever done volunteer work?

a. _____ Church
b. _____ School

c. _____ Hospital
d. _____ Community Organizations

e. _____ Gov't/Nonprofit agency
f. _____ Other

If yes, please give

DATES	ORGANIZATION	DUTIES/RESPONSIBILITIES	HOW LONG

APPENDIX G

MODEL SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED

Client Name or ID ____

(1 to 10 possible for each) POINTS

Age ________

Evaluation and Training ________

Length of Training ________

Dependents ________

Income

____

Work Activity ________

Work History ________

TOTAL (70 points possible) ________

To determine the priority status, rank the clients from highest to lowest points.

CLIENT NAME	POINTS
____	________
____	________
____	________
____	________
____	________
____	________

MODEL SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED (PRIORITY SCHEDULING VIA MATHEMATICAL EVALUATION)

NAME ______________________________ TOTAL POINTS __________

POINTS BY CATEGORY	5	10	15	20	25	30	35	40	45	50
______ AGE	10-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+
______ ELIGIBILITY					SP/HM					DHM
______ INCOME (total)					Over 15,001	12,501 15,000	10,001 12,500	7,501 10,000	5,001 7,500	0 5,000
______ # DEPENDENTS	1	2	3	4	5	6	7	8	9	10
______ EDUCATION (Yrs. Completed)	Grad Degree	Post College	College Grad					Post H.S.	HS Grad/ GED	Under H.S.
______ WORK ACTIVITY (Absent from significant full-time employment)	Currently Working		1 yr. or less		1-5		6-10		Over 10	Never Empl.

FINANCIAL AID FACTORS

______ % Tuition Paid
______ Child Care
______ Mileage
______ Other

______ SUBTOTAL

______ TOTAL POINTS

APPENDIX H
TABLE I

STUDENTS RECEIVING SERVICES/VOCATIONAL TRAINING NONTRADITIONAL TO THEIR GENDER (SEX EQUITY)
FISCAL YEAR 1997

LEVEL	MALE NONTRADITIONAL	FEMALE NONTRADITIONAL	WOMEN 14-25	TOTAL
Secondary	202	417	4,978	5,597
Postsecondary	252	494	589	1,335
Adult	137	361	50	548
TOTAL	591	1,272	5,617	7,480

APPENDIX H
TABLE II

PERCENT FEMALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT - BETWEEN 5% - 25%
1996-97

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
01.0101	Ag Management	--	--	17.4
01.0201	Agricultural Mechanization, Gen.	11.2	--	--
01.0301	Ag Production	--	--	19.2
03.0401	Forestry	22.3	17.6	--
15.0101	Architectural Tech.	--	23.1	--
15.0201	Civil Engineering Tech.	--	11.7	7.1
15.0303	Electrical, Electronic, Tech.	--	17.3	--
15.0401	Biomedical Engineering Tech.	--	10.0	--
15.0402	Computer Maintenance Tech.	15.8	--	--
15.0501	Heating, Air Cond., Refrig. Tech.	--	6.2	--
15.0603	Industrial Manufacturing Tech.	6.0	8.6	--
15.0701	Occupational Safety & Health Tech.	--	--	15.3
15.0702	Quality Control Tech.	--	18.2	--
15.0803	Automotive Engineering Tech.	--	8.2	--
15.1001	Construction Tech.	--	18.1	--
15.1002	Survey	--	5.7	--
43.0203	Fire Science	--	8.5	8.8
46.0101	Masonry	--	--	6.9
46.0201	Carpentry	--	18.6	--
46.0301	Elec & Power Trans. Install. Gen	5.5	20.0	5.2
46.0302	Electrician	13.9	--	5.4
46.0401	Building Maintenance	9.6	--	20.9
46.0408	Painter	--	--	8.1
46.0499	Construction, Other	--	7.0	--
46.0501	Plumber	6.0	10.0	--
46.9999	Construction Trades, Other	5.4	--	--
47.0101	Electrical & Electronics Equip.	7.9	14.4	13.6
47.0103	Communications Systems Install.	8.3	--	--
47.0303	Industrial Machine Maint. & Rep.	11.6	--	--
47.0604	Auto Mechanic Tech.	--	10.4	--
47.0606	Small Engine Mechanic & Repairer	--	--	9.2

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
47.0607	Aircraft Mechanic/Tech., Airframe	--	23.0	--
47.0609	Aviation Systems Tech.	--	23.4	--
47.0699	Vehicle & Mobile Equip. Mech.	19.2	--	--
48.0101	Drafting, General	16.8	22.5	16.6
48.0501	Machine Technologist	--	8.3	9.2
48.0508	Welding	--	--	6.4
48.0703	Cabinet Maker & Millworker	7.1	--	9.3
49.0104	Aviation Management	--	18.0	--
49.0202	Construction Equipment Operator	--	--	14.1
49.0306	Marine Maintenance	7.1	--	--
	Average percentage of females	12.6%	14.5%	10.1%

APPENDIX H
TABLE III

PERCENT MALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT - BETWEEN 5% - 25%
1996-97

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
04.0501	Interior Architecture	--	8.1	--
08.0000	Marketing	--	--	19.0
12.0403	Cosmetology	--	--	5.2
20.0102	Child Development/Guidance	--	--	9.3
20.0108	Food and Nutrition	--	--	8.0
20.0110	Housing, Home Furn. & Equip.	--	--	13.1
20.0203	Child Care Services Manager	--	6.6	--
20.0306	Fabric & Fashion Consultant	--	10.4	--
20.0404	Dietitian Assistant	--	--	17.8
20.0601	Custodial, Gen.	--	15.1	--
20.9999	Vocational Home Ec., Other	--	19.6	--
50.0406	Commercial Photography	--	--	20.0
51.0205	S. Lang.	--	11.1	11.1
51.0601	Dental Assistant	11.1	--	--
51.0707	Medical Records Tech.	--	11.0	--
51.0802	Medical Lab Assistant	10.9	--	--
51.0803	Occupational Therapy Assistant	--	8.9	--
51.0806	Physical Therapy Assistant	--	20.0	--
51.0907	Medical Radiologic Tech.	--	--	21.4
51.0908	Respiratory Therapy Tech.	--	--	20.7
51.0909	Surgical/Operating Room Tech.	--	23.5	5.8
51.0910	Diagnostic Medical Sonog. Tech.	--	14.2	--
51.1004	Medical Laboratory Tech.	--	17.2	18.1
51.1601	Registered Nursing	--	12.4	--
51.1613	Practical Nursing	--	10.6	6.5
51.1614	Nursing Assistant/Aide	--	17.7	8.0
51.1699	Nursing, Other	--	8.0	12.1
51.2601	Health Aide	10.3	--	--
51.9999	Health Professional & Related, Oth.	--	13.3	14.2
52.0204	Office Supervision & Management	--	9.6	--
52.0302	Accounting Technician	--	--	16.8

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
52.0401	Administrative Assist/Sec. Science	--	8.7	--
52.0403	Legal Secretary	--	17.2	20.5
52.0404	Medical Secretary	--	--	5.6
52.0408	General Office	23.8	20.8	17.8
52.0803	Banking	17.8	--	--
52.1001	Human Resources	--	15.3	--
52.1299	Business Information, Other	21.7	--	--
52.9999	Business, Other	--	8.3	--
	Average percentage of males	20.2%	13.4%	13.7%

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
52.0401	Administrative Assist/Sec. Science	--	8.7	--
52.0403	Legal Secretary	--	17.2	20.5
52.0404	Medical Secretary	--	--	5.6
52.0408	General Office	23.8	20.8	17.8
52.0803	Banking	17.8	--	--
52.1001	Human Resources	--	15.3	--
52.1299	Business Information, Other	21.7	--	--
52.9999	Business, Other	--	8.3	--
	Average percentage of males	20.2%	13.4%	13.7%

APPENDIX I

STATEWIDE SEX BIAS AND STEREOTYPING PROJECTS

Name: **CAREERS UNLIMITED**
Funding Agency: Linn Technical College
Funding Level: $62,000
Contact Person: Debbie DeGan Dixon
Project Objective: To increase enrollment of women and girls in new and high technology programs through a series of interactive satellite teleconferences.

Name: **PROJECT SERVE**
Funding Agency: University of Missouri-Columbia
Funding Level: $57,268 (Sex Bias)
$52,447 (Single Parent/Displaced Homemaker)
Contact Person: Judy Clark and Cindy Martin/Dr. Harley Schlichting
Project Objective: To aid vocational education programs in nontraditional, single parent and displaced homemaker recruitment. These services include outreach workshops, personal visits with local education agency officials, operating a computerized bulletin board, assistance in providing training materials, maintaining a free-loan library of resource materials, publishing a quarterly newsletter, developing brochures and posters, and maintaining single parent/displaced homemaker and sex bias data collection software.

Name: **PROJECT ENTER**
Funding Agency: University of Missouri-Columbia
Funding Level: $55,000
Contact Person: Laura Roloff/Dr. Harley Schlichting
Project Objective: To provide technical assistance and act as a resource to faculty at area vocational schools and community colleges, to expand services and accessibility for men and women entering nontraditional occupations, and to develop individualized assistance plans for nontraditional students in various vocational education programs throughout the state. Conduct statewide "Breaking Tradition" awards competition.

Name: **STANDARDS AND MEASURES PROJECT**
Funding Agency: University of Missouri-Columbia
Funding Level: $ 4,092 (Sex Bias)
$ 7,000 (Single Parent/Displaced Homemaker)
Contact Person: Cindy Martin/Dr. Harley Schlichting
Project Objective: The Standards and Measures project included implementation of a self-study for local programs funded through Carl Perkins II moneys and the development of a software program to disseminate the results of the study.

APPENDIX J

EXEMPLARY PROGRAMS

AT-RISK STUDENT CENTERS

An extremely successful activity which received continued support during Fiscal Year 1997 was a combined effort using Carl D. Perkins Vocational and Applied Technology Education Act funds, state vocational education funds, and Job Training Partnership Act funds to establish sites to provide focused educational services to at-risk youth. These services were provided at area vocational schools to take advantage of the area school concept and because of the availability of expanded vocational skill training opportunities. During Fiscal Year 1997, 43 area vocational schools were providing specialized services for 4,329 at-risk individuals.

The increasing concern about students in Missouri schools who exhibit the characteristics of a "dropout", and for those students who have actually left school, caused education administrators to search for answers to help these students provided the impetus to establish this program. Through the leadership of the State Director of Vocational Education the "At-Risk Center" program concept was established. Each center was designed to provide a connection between academic and occupational skill training for the students involved. This was accomplished through a realistic application of basic skills.

The first step in working with at-risk youth was assessment. This assessment included interest, aptitude, ability, and basic skills. In addition to assessment, at-risk youth were provided an opportunity to explore vocational offerings, and to receive information on employment preparation. The results of the assessment were used to develop an intervention strategy to meet the specific needs of each at-risk youth served. Three types of intervention were utilized:

1. Counseling - The counselor's sole responsibility was to provide intensified guidance services to address the needs of the at-risk youth. These services were provided in both individualized and small group counseling settings. The main purpose was to build self-esteem and provide youth a self-fulfilling prophecy for success.

2. Basic Skills Instruction - Instructional efforts to remediate basic skills deficiencies were provided. The goal was to exit each at-risk youth or dropout with occupational skills, and a high school diploma or GED.

3. At-Risk Center - Tutoring, remediation, high school credit toward graduation, or a GED were provided. Services were offered to several school districts in a prescribed service delivery area.

The effort to provide alternative education services for youth who are determined to be "at-risk" is only beginning. Missourians are concerned about students who are not successful in school. This program, offered through vocational education, is one example of the efforts being made to improve our schools. For further information regarding these centers, contact Dick Omer, Director, Special Needs Services, Department of Elementary and Secondary Education, P. O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-1394.

EFFECTIVENESS INDEX FORMULA

In Fiscal Year 1997, the Department again provided a portion of state vocational education funds to support area vocational schools and comprehensive high schools operating secondary vocational education programs by using a funding mechanism which provides incentives for improving their labor market effectiveness. In addition, this funding mechanism was expanded to include secondary vocational education programs at comprehensive high schools. The Effectiveness Index/Incentive Funding (EI/IF) was administered to distribute $13,745,000 in state funds.

This alternative incentive funding practice was prompted by a study of vocational education trends and priorities which was supported by the 1983 Missouri General Assembly, and conducted in 1984. This study recommended that action be taken by the Department to consider such factors as duplication of programming, labor market demands, labor supply, and placement rates of vocationally educated students in the funding and approval of vocational education programs.

This performance-based funding mechanism was based on two (2) factors, estimated labor market supply and demand for workers completing specific vocational education programs; and the actual placement of program exiters. Separate scores were calculated for each component and then summed to obtain an institution's total effectiveness score. The total effectiveness score determined the amount of reimbursement that was received for each unit of instruction delivered by each school.

Missouri's performance-based funding system has reemphasized accountability in the public delivery system for vocational education. The EI/IF has improved secondary vocational education programs in the state by promoting better placement of students who participate in vocational education programs, and by rewarding a more appropriate alignment of vocational education program offerings and the state's labor market needs. For information about the Effectiveness Index Formula, contact Fred Linhardt, Director, Vocational Planning and Evaluation, Department of Elementary and Secondary Education, P. O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-8465.

BUSINESS/INDUSTRY AND EDUCATION PARTNERSHIPS

In July, 1994, the Harmon Industries/Education Partnership, in Jackson and Johnson counties, opened the company's doors to elementary and secondary schools and higher education institutions. After three years of building a model of how business and public education can work together to create a competitive work force, the Partnership continues to grow rapidly.

A particularly successful partnership activity is the "career institute" for students. Harmon Industries, with the support of other local industries and Central Missouri State University, Warrensburg, conducted the first career institute in fiscal year 1995 which allowed high school students to explore the area of Industrial Technology. Emphasis was on leadership training and vocational and academic learning, with real-world experiences.

Since that first career institute the Harmon Partnership has shared its expertise with other school districts in the State which were interested in conducting career institutes for high school students. Nine (9) career institutes involving high school students were conducted during fiscal year 1997 in seven (7) locations. One (1) career institute was conducted for educators.

CAREER INSTITUTES FOR STUDENTS AND EDUCATORS

Cape Girardeau

Central Senior High School

The Career Institute for Industrial and Engineering Technology was a week-long summer program for entering high school juniors who wished to learn more about careers related to industrial and engineering technology. Thirty (30) students from Cape Central, Notre Dame, Jackson and Scott City high schools participated in this institute. The students visited Southeast Missouri State University's Industrial Technological Center and five (5) local industrial sites in Cape Girardeau. Students performed laboratory and classroom experiments and shadowed professionals in the following engineering fields: chemical, electrical/electronic, manufacturing technology, industrial, mechanical/civil engineering and engineering management. The Zenger-Miller model was utilized to develop communication and team building skills.

The purpose of the institute was to provide opportunities for students "to explore careers in the industrial and engineering technology career pathway; recognize and experience relevancy of education to careers; develop team building, problem solving and interpersonal communication skills; use applied math, communications and science skills in work place situations; create an awareness of area industrial opportunities and the requirements for employment; and to develop strong partnerships with industry for the design and delivery of training, exploration and shadowing activities."

The Cape Girardeau Career Institute was made possible by the following entities:

- Regional Technical Education Council
- Lone Star Corporation
- Biokowa, Inc.
- Missouri Department of Transportation
- Lee-Rowan Company
- Cape Girardeau Chamber of Commerce
- Arkansas/SEMO District Council of Carpenters
- Mineral Area College
- Procter and Gamble
- M & W Packing
- Dana Corporation
- Foamox Program

Co-directors were Jerry Witvoet, A+ Schools Coordinator, Central High School, Cape Girardeau, and Beverly Hickam, Supervisor of Adult Vocational Programming, Cape Girardeau Area Vocational-Technical School.

Student comments indicate the experience positively impacted their attitude toward themselves, school and the future.

Lani Bedwell, a junior from Scott City, felt the institute was a way to explore many careers. She stated, "There's no one individual that makes an industry work. Everyone has to work together, to keep a plant running."

Travis Klipfel, a junior at Central High School, Cape Girardeau, considered the institute an investment in his future.

Eolia
Pike/Lincoln Technical Center
The Mid-Rivers Tech Prep Consortium, in cooperation with Pike/Lincoln Technical Center and the St. Charles County Community College sponsored a pilot careers institute entitled "Careers for ALL Teens".

The purpose of the program was to give students in the Industrial Engineering and Technology career pathway an opportunity to explore careers through hands-on activities and industrial field trips. During the field trips to Pike/Lincoln Technical Center students experienced hands-on activities in computer-aided drafting, building trades, electronics, welding and auto technology. Students also toured the St. Charles County Community College; General Motors Manufacturing Plant, Wentzville; and the Apprenticeship Training School sponsored by the Associated General Contractors.

Eight (8) incoming freshmen from Clopton High School, Clarksville, participated in this first-time pilot project.

Hillsboro
Jefferson College
For the past two summers, Jefferson College, in partnership with area businesses, has offered area high school students the opportunity to participate in a series of career exploration activities.

These career institutes included tours of business and industry, self-awareness, communication and team building skills and classroom/laboratory experiences. In addition to introducing students to career options, the career institutes also focused on helping students understand the attitudes and habits necessary for successful employment.

Jefferson College expanded the career exploration opportunities in the summer of 1997 by offering two career institutes. Students could choose to attend either the Industrial and Engineering Technology Career Institute or the Business, Management and Technology Career Institute. A total of fifty (50) students attended the two institutes representing Crystal City, DeSoto, Festus, Fox, Grandview, Herculaneum, Hillsboro, Northwest (House Springs), St. Pius and Windsor high schools.

Businesses hosting tours for the Industrial and Engineering Technology Career Institute were: the Carpentry Apprenticeship School, St. Louis; Supreme Tool and Die; Emerson Electric; and Valley Technologies, Inc. The Business, Management and Technologies Career Institute tour hosts were: Commerce Bank; Jefferson Memorial Hospital; the U. S. Post Office, Festus; St. Louis Post-Dispatch; and Maritz, Inc.

The 1997 industrial and engineering technology and business, management and technology career institutes were funded jointly by the local Tech Prep consortium and business sponsors to include:

Carondelt Foundry
Emerson Electric
Jefferson College
Nooter Corporation
Sunnen Corporation
Carr Lane
IBM
L. E. Sauer Machine Company
NTMA-St. Louis Chapter
Supreme Tool and Die Company.

The primary objectives of each career institute emphasized student exploration of career opportunities, both traditional and non-traditional, within the chosen career pathway and exposure to the skills and attitudes necessary for employment in the changing world of work.

In order to meaningfully choose a career, students must develop a better understanding of themselves by identifying personal goals, needs, motives, skills and abilities. Through this process of self-analysis, the students will be able to build on personal strengths and interests and match career opportunities and make informed career decisions. To meet this criteria, the following learner objectives served as a foundation for curriculum planning and student activities. The student will:

(1) Explore career opportunities in the selected career institute;
(2) Identify personal career goals;
(3) Identify knowledge, skills and abilities necessary for chosen career pathway;

(4) Connect knowledge, skills and processes taught in school with the knowledge, skills and attitudes essential to the work place; and
(5) Apply knowledge and decision-making skills to career analysis and selection.

The outcomes of the career institutes were threefold. First, the students gained insight into personal goals and values and learned how to apply this knowledge and understanding to determine professional and career goals. In addition, students gained an understanding of the knowledge, skills and attitudes required to be successful in the world of work. This information will be valuable to students as they develop an educational plan to meet their goals. Additionally, information gained through these experiences reinforces the need for continuous education and life-long learning.

Second, the career institutes provided the opportunity for students to connect the academic content of schools to the skills necessary for success in the work place. Understanding the application of math, science and communication skills demonstrated in the work place and reinforced throughout the career institutes provided the connection with school and work. The benefits of this connection are student motivation in school and assistance in planning for continuing education to meet career goals.

Third, the career institutes built partnerships with businesses, educational institutions and the community. Through these partnerships, all parties worked together toward the common goal of educating young people who are able to make informed career decisions and enter the work force with the knowledge, skills and attitudes necessary for career success. The value added component of all of these efforts will result in encouragement and support for young people to become productive members of society.

The career institutes have had a positive influence on students, schools, businesses and community members. Staff at Jefferson College feel the long-term impact the career institutes have on students will continue to benefit the community far into the future.

Kansas City
The Metropolitan Community Colleges
The Metropolitan Community Colleges (MCC), the Regional Technical Education Center (RTEC) and the Northwest Missouri Tech Prep Consortium sponsored a Career Institute for Industrial Technologies.

The purpose of the institute was to introduce high school students entering their junior year to careers in the industrial manufacturing technologies and to help them understand what skills and preparation are necessary. Specific areas of focus were: machine tool technology; automotive technology; aviation maintenance; AutoCAD; welding; and heating, ventilation and air-conditioning (HVAC).

Students were involved in the following activities: (1) team building taught by industry trainers; (2) industry tours; (3) hands-on classes taught by MCC program faculty; and a Career Night which featured a panel of industry representatives, academic faculty and a recent area vocational technical school graduate. Other activities included hands-on experiences with a flight simulator, a heat pump demo, a Harley-Davidson handle bar assembly assessment and Internet career searches.

Twenty-one (21) students were involved in the career institute representing high schools in the following locations: Concordia, Lee's Summit, Lone Jack, Kansas City (Metropolitan Advanced Technical High School and Van Horn), Odessa, Peculiar, Raytown, Richmond, Santa Fe, Wellington, and Independence (William Chrisman).

Business/industry tours were sponsored by Phelps Technologies, Ford Motor Company, Executive Beechcraft, and MCC's Business and Technology heating, ventilation and air-conditioning facilities. Harley-Davidson sponsored the Career Night.

The following are comments made by the student participants –

- During this one-week institute we have done many things to help me make a good career decision.
- I remember what my shop teacher always said, 'Teamwork makes an intolerable task a tolerable task.', which is what this week really showed me.
- It had such an effect on me that next year I want to come back and help.
- I feel that this week has showed me how smart I really am when I apply myself.
- I've learned this week that you will always have room to grow if you have a little bit more schooling.
- I realized I had a choice of choosing from more trades than I had previously thought. That I could also learn a couple of trades and be that much better… Plus, I found out what kind of skills I possess and the different fields they could be useful in.

Linn

Linn State Technical College

The Mid-Missouri Tech Prep Consortium and Linn State Technical College sponsored a one-week career institute entitled "1997 Technology Scholars Academy". This academy was designed to provide an intensive, college-level program reflecting current employment practices such as teamwork, group decision-making and required application of higher-level math, science and communication skills through direct observation, simulations and practical hands-on experiences over the course of a week. To support objectives, all students were required to complete a Work Keys Assessment, developed by ACT, Inc., prior to attending the academy and the test results were discussed as data related to activities and observations. Peer mentors, selected from attendees of the 1995-96 day camp, were used as role models/facilitators, with value-added educational reinforcement for mentors. Students were awarded one hour of elective college credit to be applied to any program offered at Linn State Technical College.

The purpose of the academy was to acquaint entering high school juniors and their parents to varied technology-based occupations with employment qualifications that require two or more years of postsecondary education; expand student awareness of real-world work place demands; and promote curriculum/programs offered at the area vocational-technical schools while promoting the Tech Prep Education processes to both students and parents.

Students were selected by principals/counselors based on the students' expressed interest in technical fields, social/academic potential and the value this experience might have on a student's future decision-making about higher education and career planning. The student's grade point average was not a decision factor in student selection for participation in the academy. Twenty-seven (27) students attended the academy representing high schools in Aurora, Columbia (Rock Bridge), Eugene, Hallsville, Hermann, Jefferson City, Kingdom City, Linn, Lockwood, North Kansas City, New Bloomfield, Owensville, St. Clair, St. Elizabeth, Tuscumbia and Versailles.

The 1997 Technology Scholars Academy was funded jointly by the Mid-Missouri Tech Prep Consortium, Linn State Technical College and business and industry to include:

3M Corporation, Columbia
Square D Company, Columbia
Carroll-Rehma Motors, Linn
OPTEC, Mexico
Three Rivers Electric Coop, Linn
IBM, Jefferson City
Missouri Information Services, Jefferson City
John Fabick Tractor Company, Fenton
Chesebrough-Ponds, Inc., Jefferson City
General Motors Training Center, St. Louis
Jefferson Bank, Jefferson City
G & H Tool and Mold, Inc., Boonville
Six Flags Over Mid-America, Eureka

Students were housed at William Woods University, Fulton, where they were provided access to computer labs in the evenings. Students were provided instruction in the development of a Web Page and were taught PowerPoint presentations.

As a part of the academy program, students received five (5) hours of team-building training with a professional industry facilitator; three (3) hours of hands-on training in the Amatrol mobile manufacturing lab on the Linn State Technical College campus; and tours and employment briefings at five (5) of Missouri's largest high tech employers - Missouri (State) Information Services, 3M, Square D, General Motors Training Center and Fabick Tractor Company (caterpillar). Students also received a behind-the-scenes engineering tour at the Six Flags amusement park.

Final project presentations were given by students to parents, representatives of supporting industries and others invited for the closing luncheon. Additional presentations included information on Tech Prep and vocational education initiatives within the State.

Rolla

Rolla Public Schools

The A+ Schools coordinator and staff at the Rolla Public Schools provided the leadership for a two-week, residential summer program for entering high school juniors at Rolla, Newburg and St. James high schools.

The purpose of the career academy was to provide students with enhanced learning opportunities in the career fields of Natural Resources Systems and Industrial and Engineering Technology. The ultimate goal was to equip the students with the theory and skills to enable them to make appropriate career decisions. The intent of the academy was to provide each student with an expanded view of the full range of careers in these two pathways as well as careers in other pathways.

The academy experiences for the Natural Resources Systems included the following opportunities for students and educators: outdoor classroom projects utilizing applied math, science, problem solving and communications; job shadowing with the Missouri Department of Conservation, U. S. Geological Survey and the Missouri Department of Natural Resources; and group work emphasizing career development, self-management and team building.

The Industrial and Engineering Technology Career Academy provided the following opportunities for students and educators: laboratory/classroom projects utilizing applied math, science, problem solving and communications; job shadowing at three (3) local industries plus the University of Missouri-Rolla; and group work emphasizing career development, self-management and team building.

After two years of offering, the Rolla staff reported a number of benefits. As a result of the academy, students gain a new perspective on careers and what it means to be a team member in today's society. Business representatives are able to meet and work with students while guiding and preparing them for the work place. Parents see in their children a renewed enthusiasm for school. Teachers and counselors develop an enthusiasm for career education and applied teaching techniques. Additionally, they are finding a great increase in the commitment by employees of the companies that are part of the academy. Employees are volunteering to be involved in the A+ Schools program and various advisory roles for the school districts.

The strength of the academies conducted in Phelps County has been the community-wide support. The University of Missouri-Rolla provided, at no charge, dormitory facilities for the academy participants. The Missouri Department of Natural Resources, U. S. Geological Survey and the Department of Conservation provided the students with the applied learning and job shadowing experiences. Financial donations to support the academy were provided by the following:

Rolla Public Schools
St. James Public Schools
Coca Cola Bottling Company

Newburg Public Schools
Missouri Public Service
Color Plus Printing

Johnny's Smoke Stack
VFW Post 2025
Phelps County Bank
Key Sport
Cookin' From Scratch Restaurant
Eikon Marketing
Fred Voss Enterprise
Hebbler Bottling Company
Missouri Enterprise

Warrensburg
Harmon Industries and Central Missouri State University (CMSU)
This is the third year that Harmon and CMSU have teamed up to conduct career institutes for students and the first year to provide a career institute for educators.

During the week of July 14-18, 1997, 27 students attended the third Industrial Institute for Technology which was held on the campus of Central Missouri State University, Warrensburg. Students represented the following school districts: Blue Springs, Fort Osage, Grain Valley, Knob Noster, Raytown and Warrensburg. Instructors volunteering to serve as counselors were from the Fort Osage Technical Center in Independence. Employees volunteering to serve as team trainers were from Harmon Industries, Inc. Of the 27 students, 11 (41 percent) were females. Company tours included: Meyer Brothers Construction; Stahl Specialty Company; Hawker Energy Products; CMSU; Maxwell Swisher Airport; and Harmon Industries, Inc. Courses taught included: aviation mechanics, construction, manufacturing, electronics, graphics and drafting. Other activities included a tour of the CMSU facilities and a visit from counselors from State Fair Community College, Sedalia, and Kansas City Metropolitan Community College District.

There were three (3) specific highlights for the week. The first event was a teaming session held at Adventure Woods in Raytown. Adventure Woods is an outdoor experience that allows students to very quickly practice the principles of teaming such as setting goals, trust, support and accountability. The second highlight was the flying of Cessna airplanes. Each student was given the opportunity to fly a Cessna airplane with a certified instructor. The roller coaster experience allows students to get out of their comfort zones very quickly. The final event was the awards banquet designed by the students for forty (40) local supporters.

The objectives for this Industrial Institute for Technology were for students to: explore careers; recognize the relevancy of education to careers; recognize math, science and communications as necessary foundation skills; build team and communication skills; and increase awareness of opportunities in multiple business settings.

Three specific examples were provided where the Industrial Institute for Technology has impacted the lives of students.

Amanda Evans, a 1995 Industrial Institute graduate, began her first day of college in August with a designated major in Construction Management. She was introduced to this field through the Institute.

Joel Hammer, 1996 Industrial Institute graduate, testified at a public hearing of the Senate Interim Committee on Graduation Rates that had it not been for the Institute, he would be on the streets instead of in the classroom. In his testimony, he indicated that he had made the B honor roll, he had not missed a day of school and he intended to graduate from high school.

Karen Burkhardt, 1997 Industrial Institute graduate, sent the following message:

> *I would personally like to thank you for the absolutely best week of my whole entire life. I enjoyed it so much.*
>
> *At first I had no desire to be there, because I hated Technology. But after hands-on learning and teamwork, I never realized how much fun learning could really be. Because of this Institute I have changed my career path completely. I learned how safe and content you could be with a special group of friends that supported and respected each other and that there is more to a team than just plain "being there".*
>
> *I do not think you realize how much you've changed our lives, by giving us things to believe in, and by challenging each of our abilities. Thank you for this breathtaking, awesome experience. I will cherish it for life.*

Following the principles of the career institute for students, the first career institute for educators was held this Spring with 16 teachers and counselors participating. The activities included team building, hands-on classes and company tours. In addition, educators were introduced to current career information and its impact on the educational system. These topics included: Career Paths, Preparing for Careers in the 21st Century, the Missouri Occupational Information Coordinating Committee, Cooperative Education and VICA (Vocational Industrial Clubs of America).

The academic instructors represented the following schools: Winnetonka and Oak Park High Schools, North Kansas City; Center Middle School and Center High School, Kansas City; Van Horn High School, Kansas City; Raytown and Raytown South High Schools, Raytown; Fort Osage High School, Independence; and Jefferson College Area Vocational Technical School, Hillsboro. The registration fees for these teachers were paid through the A+ Program, Carl Perkins vocational education funds, local professional development committees and the Regional Technical Education Consortium.

This Educators Career Institute focused on industrial technology careers. Educators experienced welding, construction and aviation. Sessions were held at the Business Technology Center of the Metropolitan Community College, Kansas City, and on the campus of Central Missouri State University, Warrensburg. The culminating experience was a visit to the National VICA Skills Competition held at Bartle Hall in Kansas City. Based on the evaluations of the educators, additional career institutes will be designed and offered to allow teachers to explore each of the six career paths. This model is also being reviewed by teacher education programs to be made available to pre-service teachers. It is anticipated that 100 teachers could have this type of experience in the coming school year.

The objectives for the Career Institute for Educators were to: create a greater awareness of the career path concept; experience hands-on learning; experience exploring a career; collect career path and education requirement data on local businesses; identify ways of integrating career information and career exploration activities into existing curriculum; and identify ways to support students in making a career choice.

The growth of the career institutes around the State is the result of formal training sessions conducted by Harmon Industries last year for individuals from communities interested in career institute activities. The goal has been set to serve 2,500 students during the summer of 1998 in various career institutes across the State.

For further information regarding this Partnership, contact Robert Robison, Coordinator of Vocational and Adult Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, (573) 751-3500.

APPENDIX K

MISSOURI SCHOOL IMPROVEMENT PROGRAM

The State Board of Education has authorized a complete revision of the school classification and accreditation program. The existing school classification program was established in the early 1950s. Each year school districts were rated "AAA", "AA", or "Unclassified". The new program, called the "Missouri School Improvement Program" (MSIP) is different in philosophy, approach, and outcome from the former system. Formal implementation of the Missouri School Improvement Program began the fall of 1990. The existing School Classification Program and the Missouri School Improvement Program will operate simultaneously during the first five-year period which means districts will continue to carry their "U", "AA", "AAA" ratings along with their new MSIP levels of designation. This new program provides:

1. Emphasis on encouraging systematic school improvement;

2. Evaluation based on a balanced assessment of resources, educational processes, and productivity;

3. A reporting system which recognizes strengths, concerns, and suggested resources to assist in improvement strategies;

4. Systematic, planned development and implementation of a formal, district-wide improvement plan; and

5. A single, comprehensive review which assess all of the district's program, services, and activities.

The school improvement standards utilized in this program are organized into three major sections: Resource Standards, Process Standards, and Performance Standards. In general, the Resource Standards are concerned with the basic requirements that all districts must meet. Judgments about such areas as class size, courses offered, and staffing patterns will be made from three perspectives: (1) a set of "minimums" established by the State Board of Education, (2) the "norms" for districts of similar size, and (3) what is deemed "desirable" as determined from research and professional judgment. Process Standards are more qualitative in nature and include standards on Curriculum, Instruction, Instructional Climate, Learning Resource Centers, Guidance and Counseling, Professional Development, Supplemental Programs, Governance and Administration, Facilities and Safety, and Support Services. The Performance Standards include three sets of indicators which will be applied to all schools: (1) student achievement, (2) persistence to graduation, and (3) student follow-up data. School districts also select other performance criteria that will apply to their population.

Under the Missouri School Improvement Program, each district receives a comprehensive review once every five years conducted by a team composed of Department staff, educators from other local districts, and local board members and lay persons, if appropriate. Department staff from each division, including the Division of Vocational and Adult Education, participate in this comprehensive review. Following the review, the district receives a comprehensive report, including specific program reports, assessing strengths and weaknesses, and suggested resources to assist in improvement. Districts develop comprehensive School Improvement Plans, complete with timelines and resource allocations, to address the concerns contained in the report. Implementation of the plans are monitored by the State Supervisors of Instruction and technical assistance for improvement activities is provided by divisional staff members.

APPENDIX L

1997 SECONDARY ENROLLMENT

SECONDARY	UNDUPLICATED AND DUPLICATED				UNDUPLICATED						
	LINKAGE				PLACEMENT						
					COMPLETER		EMPLOYED				CURRENT
PROGRAM AREA	TECH-PREP	CO-OP	APPR	WK-STUDY	1996	CONT ED	R'LTD	OTHER	MIL	OTHER	TEACHERS
AGRICULTURE	7 330	0	NA	NA	4 792	2 044	1 424	774	166	384	345
MARKETING	2 380	585	NA	NA	5,688	2,151	2 036	534	194	773	194
FAMILY/CONS SCIENCE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	692
OCC FAM/CONS SCI	10 025	126	NA	NA	357	125	74	90	6	62	28
INDUSTRIAL	10 863	1 066	NA	NA	7 613	1 775	2 438	2 207	376	817	504
HEALTH	1 076	42	NA	NA	1 537	622	382	285	18	230	85
BUSINESS	14 126	115	NA	NA	5 711	2 697	1 279	912	131	692	398
APPLIED ACADEMICS	25 807	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
OTHER PREPARATORY	2 500	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TECHNOLOGY ED/ INDUSTRIAL ARTS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	837
VOC PREP	NA	0	NA	NA	NA	NA	NA	NA	NA	NA	18
GRAND TOTAL	74 107	1 934	NA	NA	25 698	9 414	7 633	4 802	891	2 958	3 101

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APPENDIX L

1997 SECONDARY ENROLLMENT

SECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED							
PROGRAM AREA	TOT ENR	TOTAL		REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT
		MALE	FEMALE								
AGRICULTURE	19,516	13,692	5,824	14,560	3,573	24	1,383	--	--	--	18
MARKETING	10,711	5,121	5,590	8,500	1,827	7	384	--	--	--	10
FAMILY/CONS SCIENCES	65,810	21,059	44,751	49,357	12,504	32	3,949	--	--	--	0
OCC FAM/CONS SCI	913	176	737	409	339	0	165	--	--	--	15
INDUSTRIAL	14,482	12,175	2,307	7,422	4,512	22	2,548	--	--	--	698
HEALTH	2,620	313	2,307	1,678	682	5	260	--	--	--	10
BUSINESS	12,587	4,065	8,522	9,723	2,422	57	442	--	--	--	579
TECHNOLOGY ED/ INDUSTRIAL ARTS	97,350	*	*	NA	*	*	*	NA	NA	NA	NA
VOC PREP	959	623	336	0	655	17	304	--	--	--	NA
GRAND TOTAL	127,598	57,224	70,374	91,649	26,514	164	9,435	0	***84	***557	1,330
	**224,948							****1,919	****357	****5,597	

* No breakouts of gender, disadvantaged, or disabled are collected for Industrial Technology/Arts

** Includes Industrial Technology/Arts enrollment

*** Students enrolled not collected by occupational program area

**** Includes students individuals enrolled in occupational program areas and/or receiving supportive services

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APPENDIX L

1997 POSTSECONDARY ENROLLMENT

POSTSECONDARY	UNDUPLICATED AND DUPLICATED				UNDUPLICATED						
	LINKAGE				PLACEMENT						
					COMPLETER		EMPLOYED				CURRENT TEACHERS
PROGRAM AREA	TECH-PREP	CO-OP	APPR	WK-STUDY	1996	CONT ED	R'LTD	OTHER	MIL	OTHER	
AGRICULTURE	218	0	0	NA	101	17	61	13	0	10	65
MARKETING	348	0	0	NA	247	17	150	34	0	46	218
FAMILY/CONS SCIENCES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	18
OCC FAM/CONS SCI	139	0	0	NA	222	38	119	25	0	40	127
INDUSTRIAL	1,155	0	11,270	NA	1,946	214	1,225	240	12	255	871
HEALTH	428	0	0	NA	3,001	224	2,233	145	5	394	632
BUSINESS	936	0	0	NA	1,117	119	704	152	1	141	1,002
OTHER PREPARATORY	135	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
GRAND TOTAL	3,359	0	11,270	NA	6,634	629	4,492	609	18	886	2,933

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APPENDIX L

1997 POSTSECONDARY ENROLLMENT

POSTSECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED							
PROGRAM AREA	TOT ENR	TOTAL		REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT
		MALE	FEMALE								
AGRICULTURE	3,748	2,688	1,060	3,331	371	0	46	--	--	--	2,906
MARKETING	6,662	2,882	3,780	3,548	2,953	26	161	--	--	--	42
FAMILY/CONS SCIENCES	635	114	521	633	0	0	2	--	--	--	635
OCC FAM/CONS SCI	15,600	1,274	14,326	13,061	2,053	12	486	--	--	--	12,383
INDUSTRIAL	61,004	46,618	14,386	56,177	4,469	82	358	--	--	--	47,333
HEALTH	12,796	2,379	10,417	9,518	3,123	43	155	--	--	--	6,216
BUSINESS	48,382	18,476	29,906	40,664	7,109	182	609	--	--	--	25,180
GRAND TOTAL	148,827	74,431	74,396	126,932	20,078	345	1,817	0	*2,450	*641	94,695
									**5651	**1,883	

* Not collected by occupational program area

** Includes students/individuals enrolled in occupational program areas and or receiving supportive services

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APPENDIX M

MISSOURI INITIATIVES

The Outstanding Schools Act (also known as Senate Bill 380) was enacted by the Missouri Legislature in May 1993. The law established several new programs and policies aimed at improving Missouri's public schools. The 1997-98 school year will be the fifth year the law has been in effect. Although some provisions of the law will not be fully implemented until 2000, most are already producing positive results for students, parents, teachers and schools. The following delineates several of the laws major provisions and provides a summary of their accomplishments.

Academic Performance Standards: The law calls for the State Board of Education to establish up to 75 academic performance standards to define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. These standards, in turn, are to provide a basis for local curriculum and a revised statewide testing program. On January 18, 1996, the State Board of Education adopted 73 challenging academic standards, called the Show-Me Standards; they took effect May 30, 1996. More than two years in the making, the standards were written by some of Missouri's best teachers with input from thousands of citizens and educators. The State Board of Education approved a set of curriculum frameworks in November 1996. The frameworks are intended to be a resource for school districts to use in aligning curriculum with the Show-Me Standards. Local districts are not required to use the curriculum frameworks. By December 1997, however, districts must have reviewed at least one curriculum area and have a schedule for evaluating the remaining areas by June 2001. The Department of Elementary and Secondary Education is working with committees of educators and citizens to develop a performance-based assessment system that will measure student progress toward the Show-Me Standards. The Missouri Assessment Program (MAP) includes multiple-choice and short-answer questions, and for the first time, "performance events," which require students not only to demonstrate what they know but also how well they can apply that knowledge. CTB/McGraw-Hill, one of the nation's leading test publishers, is assisting with development of the math, communication arts, science, and social studies portions of the system. The math portion of the assessment was developed first. During the spring of 1997, 355 of the state's 525 school districts voluntarily administered the new math assessment. About 130,000 students - in grades 4, 8 and 10 - took the exams. All districts will be required to administer the math assessment in 1998.

The MAP Timeline

Subject	Field Test*	Assessment Available	Required	Grades Tested
Math	Fall 1996	Spring 1997	1998	4, 8, 10
Communication Arts	Fall 1997	Spring 1998	1999	3, 7, 11
Science	Fall 1997	Spring 1998	1999	3, 7, 11
Social Studies	Fall 1998	Spring 1999	2000	4, 8, 11
Health/Physical Education	Fall 1999	Spring 2000	2000	**
Fine Arts	Fall 1999	Spring 2000	2000	**

* *Field tests are conducted in order to refine the final instruments for statewide use. Districts do not receive field test results.*

** *to be determined.*

In July 1997, the State Board of Education approved a five-step scale of "achievement levels" that will be used to classify students' performance on the math assessment. The levels are "Advanced," "Proficient," "Nearing Proficient," "Progressing" and "Step 1" (lowest). Each level includes a specific range of numerical scores that will determine students' ratings. The achievement levels were recommended by a group of 125 parents, educators, legislators and business people who worked with state officials to identify what students should be expected to know, at each grade level, in order to be considered "proficient" in mathematics.

Professional Development: Missouri has made a major commitment to giving educators the training and support they will need to raise expectations and help students achieve the Show-Me Standards. Under the new school-funding formula, each school district is required to use one percent of its basic state aid allocation to support professional development activities. Statewide, these funds totaled about $10 million in 1994-95; $11 million in 1995-96; and $12.3 million in 1996-97. About $13 million will be available for all school districts during 1997-98. In addition, one percent of basic state aid is earmarked for state-level professional development activities. This funding will be about $13.2 million for 1997-98. The Department of Elementary and Secondary Education is using these funds to support 64 professional development initiatives: such as establishing a network of nine "Regional Professional Development Centers," housed at state colleges and universities across the state. The centers offer a growing number of professional development services to school districts in their regions; sponsoring several "teacher-to-teacher" inservice training efforts across the state, such as the Select Teachers as Regional Resources, or STARR program, and a teacher training initiative linked to the Missouri Assessment Program. In 1996-97, 24 STARR teachers took sabbaticals from their school districts to provide more than 1,400 seminars on hands-on learning and performance assessment for teachers and school districts statewide. More than 5,000 teachers in 268 Missouri districts are participating in the MAP initiative, learning how to use performance-based tests in their classrooms; helping districts implement school improvement initiatives such as Accelerated Schools, Coalition of Essential Schools, and Caring Communities, aligning state certification and professional development requirements with the Show-Me Standards and national standards for school personnel; providing local professional development committees with updated guidelines for meeting state requirements and with resources for program planning; and supporting SuccessLink, a clearinghouse for best practices and programs in Missouri schools.

The New Foundation Program: One of the essential elements of the Outstanding Schools Act is the new Foundation Program, the funding formula that provides basic state aid to school districts. (After a lawsuit by local school districts, the old formula was declared unconstitutional.) The new formula is designed to assure greater equity in the allocation of basic state aid to school districts. The new formula and increased appropriations for the Foundation Program were phased in over a four-year period. The new formula was fully implemented in 1996-97. In 1995-96, school districts received a record increase of about $189 million in Foundation Program aid, followed by increases of $185 million in 1996-97 and $75 million for 1997-98. Compared with the "base year" of 1992-93, Missouri school districts are receiving $627 million more in state aid this year than they did five years ago.

Programs for At-risk Students ("Line 14"): Under the new school-funding formula, part of each district's basic state aid is targeted for at-risk students and those with special needs. This part of the formula is known as "Line 14." School districts received about $75 million in Line 14 funds in 1994-95 and about $129 million in 1995-96. With full funding of the Foundation Program, districts received about $184 million in Line 14 funds in 1996-97 and will receive about $187 million in 1997-98. School districts have great flexibility in using this money to expand dropout-prevention programs or to design other services for students with special needs.

New Technology for Schools: The use of new technology continues to mushroom in Missouri schools. This year, 1997-98, is the fourth consecutive year the legislature has authorized $5 million for the Outstanding Schools Act grant program, which helps school districts acquire new computers and other technology. And, for the third year in a row, state legislators have appropriated additional funds - $10 million for 1997-98 - for school technology grants. Every district is eligible for a basic grant of $2,000 plus $3.50 per student; 521 districts received such grants in 1996-97. Another 94 competitive "demonstration grants" have been awarded to school districts in the past three years. Forty-three competitive grants, ranging from $10,000 to $50,000, have been awarded for 1997-98 to support computer networks in grades K-9. Another 24 grants were awarded to assist 61 districts in implementing and/or maintaining interactive television networks for instructional use.

Parents as Teachers Program: Funding for Missouri's internationally acclaimed Parents as Teachers program has more than doubled since 1992-93 and will total $26 million this year. The program goals are to allow all parents an opportunity to participate and to better meet diverse family needs. The legislature approved increases for PAT of $5 million for 1994-95; $2.2 million for 1995-96; $3 million for 1996-97; and $2 million for 1997-98. Last year (1996-97), about 81,000 families with children from birth to age 3 took part in PAT programs - an increase of about 4,000 over the prior year. In addition, about 66,500 families with 3- to 5-year-olds (an increase of almost 4,000) participated. More than 132,000 children (ages 1-5) received developmental, health or prekindergarten screening services. Participation in all of these programs should grow during 1997-98.

A+ Schools: This initiative is helping local high schools reduce the dropout rate, eliminate the general track curriculum, and provide better "career pathways" for all students. The A+ program encourages the adoption of more rigorous standards by local schools, plus better coordination among high schools, vocational schools and colleges. The key goal of A+ Schools is to assure that all students, when they graduate, are well-prepared to pursue advanced education or employment or both. In May 1997, the State Board of Education designated 27 public high schools as the state's first "A+ Schools." The state recognition culminates three years of work by the schools to upgrade curriculum, reduce dropout rates, promote high student achievement, and forge local business-education partnerships. As a result, more than 500 of their graduates will qualify for state-paid assistance (full tuition, fees and books) to attend any public community college or technical school in the state. 123 Missouri public high schools, representing 117 school districts, have received A+ Schools start-up grants since 1994. In 1997-98, 19 of those districts are in their third year of funding, 30 are second-year projects, and 36 are first-year projects. The maximum annual grant is $150,000 per school. The legislature approved $5 million for this program for 1994-95; $7.5 million for 1995-96; $10.5 million in 1996-97; and $13 million for 1997-98.

Improving Vocational-Technical Education: Since 1994, Missouri has provided $30 million to high schools, area vocational schools and community colleges to upgrade vocational education programs. The appropriation for these "enhancement grants" was $3 million for 1994-95; $6 million for 1995-96; $9 million for 1996-97; and $12 million for 1997-98. Districts and schools matched the state grants with more than $8.25 million in local funds. Enhancement grants went to 57 districts in 1994-95; 91 in 1995-96; 76 in 1996-97; and 111 in 1997-98. About 90 percent of this funding is being used to upgrade equipment in training programs for high-demand occupational fields.

Reducing Class Size: During this three-year program, more than 350 school districts received incentive payments to help them employ additional teachers and reduce class size in grades K-3. The legislature approved $12 million for this program during 1994-95; $10 million for 1995-96; and $8 million in 1996-97. Funding for this program ended in 1996-97, when the new state aid formula was fully implemented. The program provided districts with immediate funds to address the critical issue of class size in the early grades, with the expectation that additional state aid would allow them to maintain the smaller classes.

New Schools Pilot Project: The legislature has appropriated $2.75 million each year since 1994-95 for this program, which provides three school districts with the opportunity to fully develop innovative, locally designed school-improvement projects. Following a competitive application process, Belton High School, Joplin Junior High and Middle Schools and Derby Ridge Elementary School in Columbia were chosen as the pilot sites. To date, all three districts have conducted extensive professional development activities and worked to revise curricula. The New Schools Pilot Project is slated to operate for five years. An independent evaluation of the three schools' effectiveness began during 1996-97 and will continue during the remaining two years of the project.

Full-day Kindergarten: The new school-funding formula allows "full funding" for all-day kindergarten programs. This funding is paid on a per-pupil basis through the basic state aid formula. In 1996-97, 448 of the state's school districts offered full-day kindergarten - an increase of 185 districts over 1992-93. During 1996-97, 57 percent of Missouri's 69,200 kindergartners attended full-day programs, compared to less than 30 percent during 1992-93.

Summer School: The new school-funding formula includes an incentive for school districts to extend learning opportunities through summer school and summer enrichment programs. This incentive funding is paid through the regular state aid formula. This year (summer 1997), 399 of Missouri's 525 school districts offered summer school - up from 368 in 1996 and more than double the number that provided summer school in 1993. State education officials estimate that about 165,000 students attended summer school in 1997 - nearly 20,000 more than in 1996.

For additional information regarding the Outstanding Schools Act, its programs and policies, contact the Public Information Office, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-3469.

MISSOURI'S COMMUNITY CAREERS SYSTEM

Missouri's Community Careers System is a statewide developmental and implementation initiative resulting from the passage of the School-to-Work Opportunities Act of 1994 and federal planning and implementation funding. In Fiscal Year 1994, staff from the Department of Elementary and Secondary Education, Labor and Industrial Relations, Economic Development, Social Services, and Higher Education were designated to serve as an Interagency School-to-Work Planning Team. Through the efforts of the this team Missouri received planning and development grant funds to develop a statewide system for School-to-Work. Also, during that year, the Governor appointed a 23-member partnership on the transition from school-to-work. The membership included five (5) representatives each from business, organized labor, and education; and one (1) representative each from the five (5) workforce development agencies staffing the interagency team, a member of the State House of Representatives, a member of the State Senate, and a representative of the Governor's Office. This partnership initiated the planning for Missouri's system. Later the partnership issued planning grants to each of the state's fifteen (15) labor market areas for the establishment of regional partnerships with the assigned responsibilities: to conduct focus groups to identify the needs of business, parents, students, and educators; to develop a catalog of existing School-to-Work programs within the region; to begin educating communities about the concept; and to develop a regional implementation plan. In addition, the partnership issued three pilot site grants to demonstrate School-to-Work components such as career paths, articulation between secondary and postsecondary education, and work-based learning. Finally, during Fiscal Year 1995, the state submitted its first application for a School-to-Work implementation grant which was not funded.

During Fiscal Year 1996, the interagency team and the Governor's partnership continued the efforts to improve the implementation grant application and the state plan for School-to-Work transition which was successfully submitted at the end of the fiscal year. Also, during the year, the regional partnership and pilot sites continued to grow and further refine planning efforts for implementation activities.

MISSOURI'S COMMUNITY CAREERS SYSTEM

Fiscal Year 1997 (FY97) was a year of transition for Missouri's Community Careers System. The beginning of the fiscal year featured the continuance of a federally approved School-to-Work planning grant, through which Missouri prepared itself structurally for delivery of the educational initiative. In August 1996, the State submitted the grant proposal to the federal government for implementation of Missouri's Community Careers System. The State received notice of approval of Missouri's Community Career System grant application from the federal government on December 13, 1996.

In its implementation phase, Missouri's Community Careers provides students the opportunity to begin the process of making educated career decisions while in school. The federally approved plan features a five (5) year process to implement and sustain this educational initiative in Missouri.

The STW system as proposed in Missouri's Community Careers System, which meets the needs of **ALL** students, is necessary for the State and Nation to address the following issues:

- Youth require post-secondary education to be competitive in the workforce;
- A substantial number of youth do not complete high school;
- The unemployment rates of youth are high;
- The workplace is changing in response to heightened international competition and new technologies;
- The State and nation lack a comprehensive school-to-work transition system which will assist youth to acquire the knowledge, skills, abilities and information about, and access to, the labor market necessary to make an effective transition from school to career oriented work or to further education and training; and
- Students can achieve high academic and occupational standards, and may learn better and retain more when the students are taught in an applied or contextual manner rather than in the abstract.

The initial 12 month grant period began during FY97 with an effective date of January 1, 1997. The State's plan for the first year of implementation called for establishment of regional partnerships in each of the 15 Missouri labor market areas, and 16 local partnerships throughout the State to actually deliver system services to interested students. By the 200th day of implementation (and the final day of the State fiscal year), Missouri's Community Careers System had established regional partnerships in 14 of the 15 labor market areas, and 18 local partnerships.

Both regional and local partnerships require membership from local education, business, parents and students, and organized labor. While regional partnerships bear the responsibility for overall system leadership and guidance to interested parties within the designated labor market area(s), local partnerships are the entities which provide the actual delivery of service to students.

Participating students with each of the 18 local partnerships will combine School-Based Learning, Work-Based Learning and Connecting Activities which provide a bridge between the other two components to explore various career options which may be available to them in their neighborhoods and communities.

While the inclusion of all three above components is required by each funded local partnerships, system delivery may be tailored to best meet the needs of the area to be served, which is determined by the local partnership. Areas covered by a local partnership can span multiple counties, or may be restricted to the boundary of a single school district.

Each local partnership establishes one member from its ranks to serve as the fiscal agent. Fiscal agents for the 18 local partnerships selected in June 1997 are:

- North Central Area Vocational Technical School, Bethany, Missouri;
- St. Joseph, Missouri School District;
- Pike County R-III School District;
- Raytown Consolidated School District #2;
- Richmond STW Partnership;
- Central Missouri State University;
- Carthage R-IX School District;
- Joplin R-VIII School District;
- Seneca School District;
- Nixa R-II School District;
- Springfield Public Schools;
- Camdenton R-III School District;
- Lebanon R-III School District;
- Potosi R-III School District;
- Waynesville R-VI School District;
- Farmington R-VII School District;
- Jefferson College, Hillsboro, Missouri; and
- East Central College, Union, Missouri.

Missouri's Community Careers System receives day-to-day guidance from the School-to-Work Management Team, an interagency body consisting of representation of: the Department of Elementary and Secondary Education, Division of Vocational and Adult Education; the Department of Economic Development, Division of Job Development and Training; the Department of Labor and Industrial Relations, Division of Employment Security; the Department of Social Services, Division of Family Services; and the Coordinating Board of Higher Education.

MISSOURI'S PLAN FOR POSTSECONDARY TECHNICAL EDUCATION

Missouri's State Plan for the delivery of postsecondary vocational-technical education fulfills the vision for a strengthened system of postsecondary vocational-technical education the

Coordinating Board of Higher Education adopted in 1992 as part of its goals for Missouri higher education. In addition, the plan for postsecondary vocational-technical education responds to the mandate given the Coordinating Board by the General Assembly in the spring of 1995.

The State General Assembly directed the Coordinating Board for Higher Education to develop, in cooperation with the State Board of Education, a master plan for advanced technical education and vocational training that coordinates area vocational schools, community colleges, and Linn State Technical College in providing advanced vocational and technical training for the state of Missouri. The plan provides the framework for building articulated courses and programs in vocational-technical to prepare the state's workforce employed in Missouri's high performance companies through a seamless transition from vocational education and Tech-Prep Education initiatives at the secondary level to associate of applied science and baccalaureate courses and programs for those who choose to enroll at the postsecondary level.

Identified in the plan are a variety of statewide needs for an improved and strengthened system for postsecondary vocational-technical education and training that, if met, can lead Missouri to the forefront among states noted for the quality and comprehensiveness of its workforce development strategies. The identified needs reflect the comments and suggestions of business leaders who participated in small group discussions about how best to strengthen postsecondary vocational-technical education and who provided insights into the kind of employees they need as well as the kind of skills needed by their employees. These discussions with employers were helpful and measurable contributed to the construction of this plan. Discussions were held in Springfield, Union, Cape Girardeau, Trenton, and St. Joseph and the employers attending came from additional communities such as Lebanon, Dexter, Sikeston, Poplar Bluff, Chillicothe, and Maryville.

A report from The Department of Labor in 1996 identified on a national level, what many of the area business leaders said about their needs for highly skilled technicians to work in high performance companies. The report stated that manufacturers annually need 98,000 new precision manufacturing technicians. Yet each year, only 20,000 people complete formal training programs in precision manufacturing at such institutions as community colleges and technical schools. An NBC News report indicated that 56 percent of manufacturers are having so much trouble finding workers of this type they are hiring head hunters to recruit employees from abroad. In addition, according to a national report released in March 1995 by the National Science Foundation, technicians needed in the nation's workforce must acquire useful skills and familiarity with science, mathematics, engineering, and technology and be prepared to embark immediately on careers as well as be prepared for further study. Central to the development of these skills are changes which must be made in technical education through support of curriculum development and program improvements in science, mathematics, engineering, and technology established through collaborative efforts of academic institutions and between academe and industry. Such strategies are essential to advance major improvements in advanced technological education for science and engineering technicians and to ensure that enrollees acquire strong backgrounds in science and mathematics, and produce usable products sold at the international marketplace.

The statewide plan directs the Coordinating Board for Higher Education to utilize its statutory authority to strengthen and enhance the postsecondary vocational-technical education delivery system through the inclusion of all the state's public and private schools, colleges, and universities that are part of Missouri's associate of applied science degree program delivery system. The Coordinating Board for Higher Education will foster and promote the coordinated delivery of postsecondary vocational-technical education on a regional basis. In so doing, the Board will embrace the role of the state's public community colleges as the primary providers of postsecondary vocational-technical education. The Coordinating Board will also encourage other providers of associate of applied science degree programs, both public and private, to join with the state's public community colleges in enhancing their efforts to provide statewide access to postsecondary vocational-technical education to residents who do not reside within a community college district. The State Board of Education, which is designated by state law as the State Board of Vocational Education has and should continued to have a strategic role in providing for the delivery of vocational-technical education at the secondary and postsecondary level through the programs it supports at the state's comprehensive high schools, area vocational schools, and public two- and four-year colleges and universities. The actions of the State Board of Education, in cooperation with those of the Coordinating Board for High Education, will support the regional planning and delivery concepts presented in this plan. The directors of the Departments of Economic Development, Labor and Industrial Relations, Elementary and Secondary Education, Social Services, and Higher Education, are designated as the state-level technical education council and will provide for the overall coordination of state programs related to workforce preparation and development.

To begin the development of a strategy for Missouri to respond to the regional, state, and national conversations and proposed federal legislation regarding workforce preparation and development plans to strengthen and enhance the state's postsecondary vocational-technical education courses, programs, and related services will be developed on a regional level. Twelve (12) community college service regions developed for purposes of implementing the Missouri Community College New Jobs Training Program are recommended as the geographic regions within which regional-level planning for the implementation of the state plan should occur. Area vocational schools included within these regions are considered as part of the regional delivery system.

The purpose of the regional planning is to create collaborative, responsive, and flexible environments where educational institutions that are in close proximity will work together to systematically enhance workforce education by developing coordinated plans. The goal of the regional plans should be to:

- promote awareness of and appreciation for postsecondary vocational-technical education;
- expand the accessibility of postsecondary vocational-technical education within an identified region;
- encourage input and strengthen support from regional employers and labor unions for the delivery of postsecondary vocational-technical education; and

enhance and maintain a regional programmatic and instructional infrastructure for the development and enhancement of the associate of applied science degree program delivery system.

The community college president/chancellor, with the advice and recommendations of the regional technical education council, is responsible for developing and submitting a regional plan for strengthening and delivering postsecondary vocational-technical education within the region to be served. In addition, the community college president, or designee, will chair the Regional-level Technical Education Council and provide the administrative support for the associate of applied science degree program-related activities contained in the regional plan for postsecondary vocational-technical education that are approved by the Coordinating Board for Higher Education. The state's 57 area vocational schools are pivotal points of initial access to vocational-technical education at the secondary level. As a consequence, these schools, working in partnership with other institutions in regional proximity to the respective area vocational school and included in the state's associate of applied science degree program delivery system, can provide the structural backbone for accessing the system of postsecondary vocational-technical education delivery envisioned in this plan. Linn State Technical College (LSTC), established as a state technical college in 1995, is positioned to offer exceptional educational opportunities through highly specialized and advanced technical education and training at the certificate and associate of applied science degree levels in both emerging and specialized traditional manufacturing-related technologies not commonly offered by community colleges or area vocational schools. This may require targeted investments in highly specialized and unique instructional equipment as well as differential programmatic admissions standards that are appropriate and relevant to such programs. The state's baccalaureate institutions have an essential role in complementing the implementation of this statewide plan. Three public four-year institutions, in particular, are strategically located and have agreed upon missions and programs to assist with selected elements of this statewide plan; these are Missouri Western State College, Central Missouri State University, and Southeast Missouri State University. Two of these institutions, Central Missouri State University and Southeast Missouri State University, through their respective mission enhancement initiatives currently under discussion with the Coordinating Board for Higher Education, have an opportunity to be recognized and supported in their role in helping implement this statewide plan. Missouri Western State College is recognized and will be supported in this plan for its open enrollment admissions policy, its accredited associate and baccalaureate degree programs in vocational-technical education, as well as for its ongoing relationship with Hillyard Area Vocational Technical school, area business and labor community, and with Metropolitan Community Colleges in providing access to postsecondary vocational-technical education in the St. Joseph metropolitan area. In addition, the two-year branch campus of Southwest Missouri State University located in West Plains is recognized and will be supported for the postsecondary vocational-technical education courses, programs, and services it offers the residents of the West Plains area. On a statewide basis, the University of Missouri-Rolla is recognized for its continued role in advanced science and manufacturing-related engineering research, program delivery, and technology transfer. In addition, the nationally recognized Department of Practical Arts and Vocational-Technical Education at the University of Missouri-Columbia is recognized for its continued role in graduate education, research, development of instructional and related materials and service to the vocational-technical education community. The state's private career schools are recognized for their important role in offering the state a wide array and richly diversified system of postsecondary education. These schools offer programs preparing students and adults with job-ready skills for immediate employment. The plan recognizes the private career schools certified to operate by the Coordinating Board for Higher Education as an important state resource and capitalizes on their contribution by encouraging high performance programs that respond quickly and effectively to emerging and changing employer needs for a highly skilled pool of prospective employees. For additional information regarding the State Plan, contact Terry Barnes, Assistant Commissioner for Community College and Technical Education, Coordinating Board for Higher Education, 3515 Amazonas Drive, Jefferson City, Missouri 65109-5717, 573/751-2361 or Robert Robison, Coordinator of Vocational Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-3500.

MISSOURI ONE-STOP CAREER CENTER SYSTEM

In August 1995, Missouri was awarded a U.S. Department of Labor One-Stop Career System Implementation Grant. Through an Interagency Team structure, this grant is assisting Missouri's Workforce Development efforts by initiating integrated program delivery of services through co-located sites and electronic access to employment and training opportunities. During the past two years, the fourteen labor market areas in Missouri have developed Business Plans which foster flexibility and local autonomy to operate integrated services. The One-Stop system is being marketed throughout the state as "Missouri WINS" (Missouri Workforce Initiative Networking System).

There are currently thirty approved full-service One-Stop centers in Missouri, with eleven more pending. These sites are unique in that several state and local partners share a common location, greatly enhancing individual access to services in a community. In addition, there are over one hundred satellite sites in the state.

Some of the major system-building activities that have occurred and that are being planned are:

- The delivery of 150 personal computers to sites throughout the state, providing Internet access to employment and training opportunities.
- An aggressive marketing campaign has been established, including a newsletter, public service announcements, and a web site.
- Data Processing representatives from numerous state agencies are meeting on issues surrounding electronic integration and data-sharing.
- Two statewide Info-Share conferences have been held with local interagency teams, where best practices, updates, and training were shared.
- Local "Incentive" grants were awarded, on a competitive basis, to assist areas with integration efforts.
- Customer Focus Teams are developing service satisfaction and performance tracking tools.

- A statewide on-site review process is currently underway to document services and status of integration at each location.

For further information regarding Missouri's One-Stop Career Center System, you may contact Clinton Flowers, State One-Stop Career Center Coordinator, at the Division of Job Development and Training, 2023 St. Mary's Boulevard, P.O. Box 1087, Jefferson City, Missouri 65102-1087, (573) 526-8261, or Dale Wimer, Supervisor, Employment Training Section, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, (573) 751-7563.

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